

**AN ERROR ANALYSIS IN USING SUBJECT-VERB AGREEMENT IN THE
STUDENTS' PARAGRAPH WRITING AT THE THIRD SEMESTER OF
ENGLISH EDUCATION STUDY PROGRAM OF UIN RADEN INTAN
LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By

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ABSTRACT

AN ERROR ANALYSIS IN USING SUBJECT-VERB AGREEMENT IN THE STUDENTS' PARAGRAPH WRITING AT THE THIRD SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF UIN RADEN INTAN LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017

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Grammar is used both in oral and written communication by many people. It is an inseparable component of language that holds several parts of the language together so that it can produce meaning in communication. Subject verb agreement is one of basic rules in English that should be mastered by the students. This research dealt with the students' errors while using subject-verb agreement in their paragraph writing. Further, this research was aimed at finding out the types of subject-verb agreement errors mostly made by the students in using subject- verb agreement as well as analyzing these errors, and finding out the frequency and percentage towards them.

The research methodology of this research was descriptive qualitative. The population of the research was taken from the students at the third semester of English Education Study Program of UIN Raden Intan Lampung in the academic year of 2016/2017 consisted of 198 students. In taking the sample of the research, the researcher used purposive sampling technique. The sample was class B consisting of 34 students. In collecting the data, the researcher used documentation. The source of analyzing the data in this study through documentation was taken from the students' writing that were written by the third semester students of English Education Study Program of UIN Raden Intan Lampung in the academic year of 2016/2017.

The result of data analysis showed that error on the final *-s/-es* was 14%. It was followed by the errors on singular and plural verb was 77%, and indefinite pronoun was 9%. In brief, the highest error made by the third semester students of English Department at UIN Raden Intan Lampung dealing with subject-verb agreement was on singular and plural verb (77%).

Keywords: Grammar, Subject-Verb Agreement, Error Analysis



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I hereby certify that this thesis entitled: An Error Analysis in Using Subject-Verb Agreement in the Students' Paragraph Writing at the Third Semester of English Education Study Program of UIN Raden Intan Lampung in the Academic Year of 2016/2017 is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.



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MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

Nun. By the pen and by the (record) which (men) write.¹ (Q.S Al-Qolam : 1)

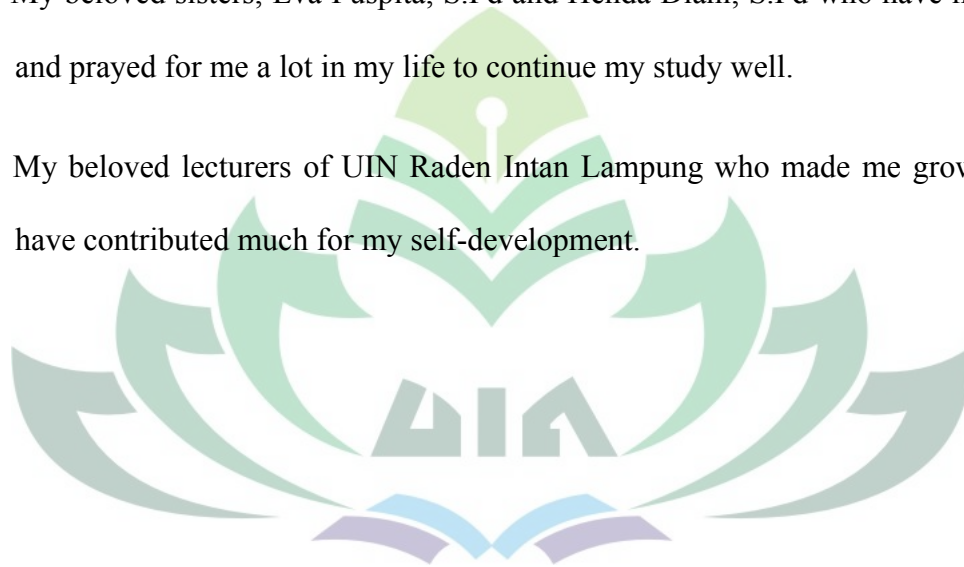


¹ Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an*, Amana Publications, Maryland, 10th edition, 1999, p. 1506

DEDICATION

Praise and gratitude be to Allah SWT for his abundant blessing for me, and from my deep of heart and great of love, this thesis is dedicated to:

1. My beloved parents, Mr. Rusmin Karnadi and Mrs. Hasbiah who always love me and keep on praying for my life. Thanks for all the motivation. I do love you.
2. My beloved sisters, Eva Puspita, S.Pd and Henda Diani, S.Pd who have motivated and prayed for me a lot in my life to continue my study well.
3. My beloved lecturers of UIN Raden Intan Lampung who made me grow up and have contributed much for my self-development.



CURRICULUM VITAE

The researcher's name is Winda Diani whose nickname is Winda. She was born on June, 16th 1995 in Teluk Agung, South OKU, South Sumatera. She is the youngest child of Mr. Rusmin Karnadi and Mrs. Hasbiah. She has two sisters whose names are Eva Puspita, S.Pd and Henda Diani, S.Pd.

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During studying at UIN Raden Intan Lampung, the researcher followed an organization i.e UKM Bahasa.

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First of all, Praise to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and completing this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled “An Error Analysis in Using Subject-Verb Agreement in the Students’ Paragraph Writing at the Third Semester of English Education Study Program of UIN Raden Intan Lampung in the Academic Year of 2016/2017” is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1- degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teaching Training Faculty, UIN Raden Intan Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.
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Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, December 2017
The Researcher,

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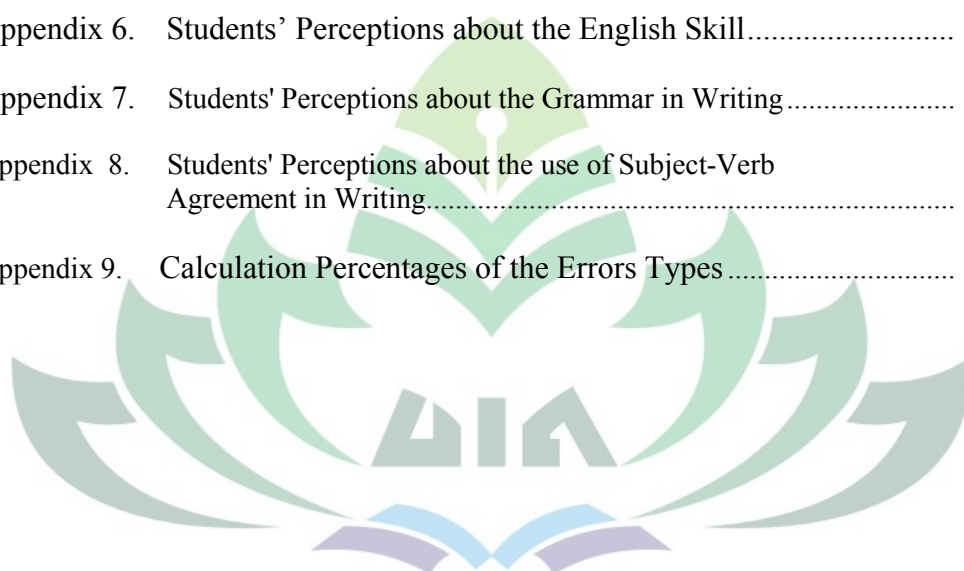
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CHAPTER I INTRODUCTION

A. Background of the Problem

Talking about English, it cannot be separated from the role of English language itself in certain countries. Nowadays, English is not only used for communicational purposes but also in the fields of technology, commerce, education and many other aspects of life.¹ Therefore, one could say that the gate to educational advancement, job opportunities and fuller participation in the social life is blocked for those who cannot speak and write English language communicatively and effectively.² English has essential role for developing countries such as Indonesia. Being aware of the English role, then Department of Education takes it in national curriculum and also takes this language as one of the compulsory subjects of the formal education that must be learned by all students in Indonesia, from the elementary school up to the university.

Because of God's bestowals in creating human completed with languages, we as His creation can communicate each other in this world to convey information to other

¹ Zharakahyel Yakubu Ngadda and Awa Nwoke, "An Analytical Study of Errors in the Written English of Undergraduate Engineering Students, ATBU a Case Study", *Journal of Education and Practice*, Vol. 5, No.38, 2014, p.8. Available at: <http://www.iiste.org/journals> (Accessed on December, 6th 2016).

² *Ibid.*

people about our ideas, opinions or feelings. In Al-Qur'an chapter ar-Rum verse 22, it states that Allah the Almighty has created human with many languages, as follows.

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَلَوْنِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

“And among His Signs is the creation of heaven and the earth and the variations in your languages and your colors; verily in that are Signs for those who know.”³

We can communicate each other if we know and understand the same language which becomes a mean of communication. We cannot communicate with other by using our language to other people from different countries because not all of them know and understand the language we use. Therefore, we need the same language for communication in over the world, and it is English. Of the 4,000 to 5,000 living languages, English is by far the most widely used in the world.⁴ It has been used by almost all countries in the world either as native, second or foreign language.⁵

Since English is a foreign language, consequently, Indonesian students learn English as foreign language after learning their first language as the national language or the local language. It is realized that most Indonesian students generally got some difficulties in learning it. English is difficult to be learnt due to the differences between the two languages. The forms and structural distinctions between Indonesian

³ Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an* (10th ed) (Maryland: Amana Publications, 2004), p. 1013.

⁴ Geoffrey Broughton, *Teaching English as Foreign Language* (2nd ed) (New York: Longman, 1980), p. 1.

⁵ Jeremy Harmer, *the Practice of English Language Teaching* (New York: Longman, 2002), p. 17.

language and English language can cause the students as the English language learners face the difficulties in learning it. This may also because of their lack knowledge or the influence of their first language or mother tongue on the acquisition of the new language structures or new target language structures, like English language. As a consequence, those differences can influence the students' ability in studying skills of the language.

Furthermore, in mastering English, all language skills must be applied and integrated in teaching English, including writing. Brown states that writing is important in human's live and as a communicative act that transmits information and links people together.⁶ However, writing is not an easy thing to do even it is the hardest language skill to be mastered. Nezakatgoo states that writing is the most difficult skill for foreign learners to be mastered because they have to pay much attention to higher level skills (macro level skills) such as planning, organization as well as lower level skills (micro level skills) such as spelling, punctuation, diction, and so on.⁷ In brief, writing is a productive skill that has highly complex cognitive process to express ideas or thoughts in words and requires one to think recursively and simultaneously about a number of elements, such as formation of letters or characters, vocabulary, grammar, punctuation, layout, organization and selection of appropriate content for the intended audience, for producing final product that will be read by the reader.

⁶ Ann Brown, *Helping Children to Write* (London: Paul Chapman Publishing Ltd, 1993), p. 2.

⁷ Behzad Nezakatgoo, "The Effects of Portfolio Assessment on Writing of EFL Students", *Article in English Language Teaching*, Vol. 4, No. 2; June 2011, p. 231. Available at: www.ccsenet.org/elt. (Accessed on November, 3rd 2016).

Learning how to write well should be done by university students as the academic figure, especially who learn English as foreign language such as Indonesian students, for they are demanded not only to be able in writing a sentence, but also to produce and arrange their ideas into paragraphs and even an essay in English in order to make them easy in making their thesis, in which the information within it can be read and useful for either the readers generally, or academic society specially.

The students' writing ability could be measured through their ability in making sentence at least, paragraph, until in making essay. Sentence is a group of words that is used to communicate writer's ideas.⁸ In addition, paragraph is a group of sentences about a single topic.⁹ Meanwhile, essay is a group of paragraphs written about a single topic and central main idea.¹⁰ Making sentence has been learned from elementary grade. Therefore, most students have understood how to make a good sentence. Furthermore, making paragraph and essay is learned deeply in university.

Moreover, at English Department of UIN Raden Intan Lampung, writing subject is taught from paragraph writing, essay writing until academic writing. It is taught from the third semester to the fifth semester. The students are expected to have writing competence. Further, those three subjects are taught to the students gradually, so that the students are supposed not to have difficulties in writing. It is crucial for students

⁸ Alice Oshima and Ann Hogue, *Writing Academic English* (3rd Ed) (New York: Longman, 1991), p. 155.

⁹ Dorothy E. Zemach, *Academic Writing from Paragraph to Essay* (3rd Ed) (London: Macmillan Education, 2005), p. 56.

¹⁰ *Ibid.*

to learn how to write compositions accurately especially in their writing tasks and even examinations. Composing a good writing is exceedingly useful for the students at the end of their college. Because of composing a thesis is a must for the students to graduate from their university as well. Therefore, to compose a good paragraph the students should understand and comprehend the appropriate grammar rules as one of the elements of having a good writing.

Nonetheless, based on the interview on Tuesday, February 14th 2017 with a lecturer of paragraph writing subject of English Education of UIN Raden Intan Lampung in the academic year of 2016/2017, Nur Syamsiah, M.Pd, it was found some problems faced by the students in composing paragraph writing. The lecturer said that the students' writing was still low.¹¹ The aspects of writing higher level skills (macro level skills) such as planning, organization as well as lower level skills (micro level skills) such as spelling, punctuation, grammar, and so on were not often considered by the students. In the case of grammar, many students still made some grammatical errors in their writing. It could be seen from the students' writing product that contain of many errors. One of the errors made by the students is in the use of subject-verb agreement.

Besides conducting the interview to the lecturer, the researcher also conducted the interview to some students. There were 17 students taken as the interviewees. The

¹¹ Nur Syamsiah, *Interview with a Lecturer*, UIN Raden Intan Lampung, Bandar Lampung, February 14th 2017, Unpublished.

results showed that the students agreed that writing is difficult skill. It happened because writing needs idea and all elements of English. The students also agreed that grammar is one of the problems that commonly faced in doing writing. There were some reasons that make grammar is being difficult for them; such as they got confusion in deciding the tenses used, they thought that grammar has many rules, and they got confusing in placing the correct subject and verb. It means that grammar is one of the problems that faced by the students in composing writing. Subject-verb agreement is one of the grammar materials that also being a problem.

As stated previously that to compose a good writing, the students should notice some aspects. Grammar is one important aspect that should be mastered in order to make a well structured writing. Thornbury says that grammar is partly the study of what forms (or structures) are possible in a language.¹² Basically, grammar is the glue that holds several parts of the language together so that it can produce meaning in communication. By mastering grammar, students know good rules in making composition as make a good sentence and understand what people think about everything either spoken or written form.

Subject-verb agreement is a study related to grammar. Pamela points out that subject-verb agreement is a singular subject requiring a singular verb and plural subject

¹² Scott Thornbury, *How to Teach Grammar* (London: Pearson Education Limited, 1999), p.1.

requiring a plural verb.¹³ It means that in a sentence, it will agree when a singular subject of a sentence is followed a singular verb. In the contrary, when the subject is plural, it must be followed by the plural verb either in present tenses or past tenses. Thus, subject-verb agreement is agreement between subject and verb. If the subject is singular, the verb is singular and if the subject is plural, the verb is plural because the meaning of a sentence will be ambiguous without the subject and the verb that agree each other.

As it is known that students' first language is quite different from English as foreign language. In an Indonesian sentence, the verbs do not change even their subject is singular or plural, even it happens in the present, past or in the future. In contrast, English verbs always depend on the subject and the time when an action happens (tense). Because of English structure is different from Indonesian, as a result, many students often make mistake in learning English especially in understanding the use of grammar in writing, subject-verb agreement in this case.

There are two terms that are commonly used to describe the inaccuracy in applying grammar into writing, namely error and mistake. Dulay, Burt and Krashen classify errors into some types of category taxonomies namely linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect

¹³ Arlove Pamela, *Wordsmith: A Guide to College Writing* (New Jersey: Pearson Education, Inc, 2004), p, 271

taxonomy.¹⁴ However, the researcher used linguistic category taxonomy as a starting point in the description of errors due to this category related to the students' writing skill on grammatical structure, subject-verb agreement, in this case. Correspondingly, the researcher tried to analyze students' errors in using subject-verb agreement errors which consist of disagreement of subject and verb person, disagreement of subject and number, and disagreement of subject and tense committed by the third semester students in paragraph writing subject of the English Education Department of UIN Raden Intan Lampung.

The researcher presented some previous studies that deal with error analysis. Tizazu had examined a research entitled "A Linguistic Analysis of Errors in Learners' Compositions: The Case of Arba Minch University Students."¹⁵ The study showed that the core components of the English language (morphology and syntax) are hugely affected by the errors in the learners' compositions though the degree varies. Further, the analysis showed that morphological errors are the most pervasive in learners' written productions. Omission of items that must appear in a well-formed utterance is the most persistent error type followed by addition errors. Although grammatical morphemes are more frequently omitted, a significant amount of content morphemes

¹⁴ Heidi Dulay, Marina Burt and Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), p. 146.

¹⁵ Yoseph Tizazu, "A Linguistic Analysis of Errors in Learners' Compositions: The Case of Arba Minch University Students", *International Journal of English Language and Linguistics Research*, Vol.2, No. 2, pp. 69-101, June 2014. p. 100. Available at: <http://www.ccsenet.org/journal/index.php/elt/article/view/23822> (Accessed on August, 14th 2017).

(nouns, verbs, clauses, etc), which influence the meanings of utterances, has also been omitted.

Another research is conducted by Krishnasamy entitled “Grammatical Error Analysis in Writing of ESL Diploma Students” which conducted to analyze the grammatical errors types in the use of simple past and past continuous tense.¹⁶ This research identified the grammatical errors committed by second language learners of English (ESL). The result showed that there are seven types of grammatical errors committed by the selected ESL learners which include errors in the uses of tenses, verbs, nouns, adjectives, prepositions, and gerunds. These errors are committed due to some possible causes which includes overgeneralization and ignorance of rule restrictions.

Based on the discussion of previous studies, the two research findings had the same phenomena regarding with error analysis which both of them analyzed students' grammatical errors. There was a significant different which is related to the object of this research; if Tizazu had examined a linguistic analysis of errors generally, then Krishnasamy conducted a research about grammatical errors types in the use of simple past and past continuous tense which include errors in the uses of tenses, verbs, nouns, adjectives, prepositions, and gerunds. Therefore, the researcher chose subject-verb agreement as a concern variable, but still one topic; error analysis. This

¹⁶ Jothimalar Krishnasamy, “Grammatical Error Analysis in Writing of ESL Diploma Students”, *Asian Journal of Education and e-Learning*, Volume 03 – Issue 01, February 2015, p. 57. Available at: www.colvir.net/prof/sharon.plett/103/correction.PDF (Accessed on August, 14th 2017).

research also has enriched the previous researches that related to the grammatical errors.

Based on the explanations above, the researcher decided to conduct a research entitled “An Error Analysis in Using Subject-Verb Agreement in the Students’ Paragraph Writing at the Third Semester of English Education Study Program of UIN Raden Intan Lampung in the Academic Year of 2016/2017”.

B. Identification of the Problem

Considering background of the problem above, the researcher identified the problems as follows:

1. Many students found difficulties in using grammar on their writing.
2. Many students got difficulties in deciding subject and verb on their writing.

C. Limitation of the Problem

Based on the identification of the problems above, the researcher focused on the error analysis in using subject-verb agreement in the students’ paragraph writing based on the linguistic category taxonomy.

D. Formulation of the Problem

Some research questions were posed in this research, they were:

1. What types of subject-verb agreement errors are mostly made by the students in writing paragraph based on the linguistic category taxonomy?

2. What are the proportions (frequency and percentage) of occurrence of each error that the students made in using subject-verb agreement in their paragraph writing based on the linguistic category taxonomy?

E. Objective of the Research

In carrying out this study, there were some purposes to be achieved, they were as follows:

1. To find out the types of subject-verb agreement errors are mostly made by the students in writing paragraph based on the linguistic category taxonomy.
2. To find out the proportions (frequency and percentage) of occurrence of each error that the students made in using subject-verb agreement in their paragraph writing based on the linguistic category taxonomy.

F. Uses of the Research

The uses of the research were as follows:

1. Theoretically, this research is expected to support the previous theories about an error analysis in using subject-verb agreement in the students' paragraph writing and to develop knowledge of the researcher in practicing the theories.
2. Practically, this research is expected to give information for the English lecturer such as finding out remedial actions to curb the problems.

G. Scope of the Research

1. Subject of the Research

The subject of the research was the students at the third semester of English Education Study Program of UIN Raden Intan Lampung.

2. Object of the Research

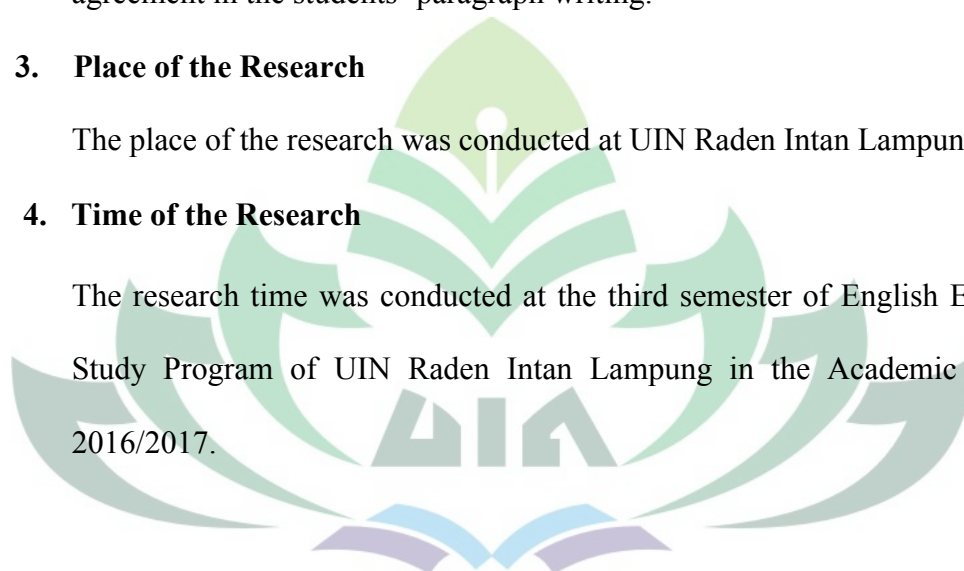
The object of this research was an error analysis in using subject-verb agreement in the students' paragraph writing.

3. Place of the Research

The place of the research was conducted at UIN Raden Intan Lampung.

4. Time of the Research

The research time was conducted at the third semester of English Education Study Program of UIN Raden Intan Lampung in the Academic Year of 2016/2017.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Writing

1. Concept of Writing

a. Definition of Writing

Many definitions are given by experts about writing. According to Lindeman, writing is a process of communication which uses a conventional graphics system to convey a message to reader.¹ This definition tells us that writing deals with the ability to arrange the graphic system such as a letter, word and sentence of certain language being used in written communication in order that the reader understands the message or information sent.

Meanwhile, according to McKay, writing is both a process and a product.² Writing as a process involves the pre-writing or planning, drafting or writing, revising or editing process that writers go through to produce a piece of writing. The products of writing are numerous in many forms such as in printed-book and in electronic form (e-mail, e-book, mobile phone text and so on), and are determined by different purposes, audiences and contexts, for example the illustrated sentences, letters, narratives and shared books that children produce in the classroom and elsewhere.

¹ Erika Lindeman, *A Rhetoric for Writing Teachers* (Oxford: Oxford University Press, 1982), p.11.

² Penny McKay, *Assessing Young Language Learners* (Cambridge: Cambridge University Press, 2008), p. 245.

According to Brown and Hudson, writing is a productive skill because it demands student to produce language.³ The students should be able to produce the language and express his idea or thought about something in order to be understood by the reader what his idea is about. To produce a language, then, the students have to pay attention to the elements of writing, such as grammar, punctuation, and so on in order to have a good writing.

Furthermore, Celce-Murcia states that writing is the ability to express one's idea in writing in a second or foreign language and to do so with reasonable coherence and accuracy is a major achievement.⁴ It means that writing is an activity of producing written products or as the writers or learners' effort to transfer their thoughts into words in a written form. Nonetheless, learning to write is not only learning to put down on paper the conventional symbols or letters of the writing system that represents the utterances that one has in his mind, but also purposeful selecting and organizing ideas, facts and experiences.

Moreover, according to Hyland, writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.⁵ Writing is the expression of language in the form of letters,

³ James D. Brown and Thom Hudson, "The Alternatives in Language Assessment", *TESOL Quarterly*, Vol. 32, No. 4, 1998, p. 660. Available at: <http://www.jstor.org/journals/tesol.html> (Accessed on May, 24th 2016).

⁴ M. Celce-Murcia, *Teaching English as a Second or Foreign Language* (3rd Ed) (Boston: Heinle & Heinle, 2001), p. 94.

⁵ Ken Hyland, *Second Language Writing* (New York: Cambridge University Press, 2003), p. 9.

symbol, words, through writing someone can share their knowledge, conveying idea, feeling and intention to other people. Writing as a part of the language skills, besides listening, speaking and reading must be taught maximally by the teacher to the student.

In this regard, Schunk states that writing refers to translating ideas into linguistic symbols in print.⁶ It means that writing is a process of delivering ideas through written text or translating what is on mind through written language. In order to make a good writing, the students should formulate their own thoughts, organize them, and create a written record of them using the conventions of spelling and grammar. In the same way, the students should arrange his or her idea into words, clauses, phrases and sentences in order that his writing can be read and the content can be understood.

On the other hand, learning how to write well is quite difficult to be mastered because writing is a complex activity requiring one to think about a number of factors simultaneously – for example, the formation of letters or characters, vocabulary, grammar, punctuation, layout, organization and selection of appropriate content for the intended audience.⁷ Likewise from Nezakatgoo's statement, he states that writing is the most difficult skill for foreign learners to be mastered because they have to pay much attention to higher level skills (macro level skills) such as planning, organization as well as lower level skills (micro level skills) such as spelling,

⁶ H. D. Schunk, *Learning Theories an Educational Perspective* (5th Ed) (New Jersey: Pearson Education, Inc, 2008), p. 424.

⁷ Penny McKay, *Op. Cit*, p. 249.

grammar, punctuation, diction, and so on.⁸ As a result, a writer must be able to choose those factors appropriately to convey their message in written form. In short, writing is a highly complex cognitive activity that requires the coordination of numerous constraints and considerations.

To sum up briefly, writing is a productive skill that has highly complex cognitive process to express ideas or thoughts in words and requires one to think recursively and simultaneously about a number of elements, such as formation of letters or characters, vocabulary, grammar, punctuation, layout, organization and selection of appropriate content for the intended audience, for producing final product that will be read by the reader.

b. Elements of Writing

To produce good writing, someone should consider some elements of good writing: purpose, audience, clarity, unity and coherence.⁹

1) Purpose

Someone has to focus on the purpose of his/her writing since this will affect what language that will be used and how it is used.¹⁰ Therefore, different purpose will provoke different kinds of writing. For example, if someone intends to attract appropriate applicants for a vacancy for his/her company, he/ she may write

⁸ Behzad Nezakatgoo, *Loc. Cit.*

⁹ Richard Walkers, *Five Elements of Good Writing*, Available on: [http:// richardwalker teaching portfolio.files.wordpress.com/2011/01/five-elements-of-good-writing.pdf](http://richardwalker-teaching-portfolio.files.wordpress.com/2011/01/five-elements-of-good-writing.pdf), (June, 20th 2017)

¹⁰Jeremy Harmer, *Op. Cit.*, p. 15.

advertisement in written form. Effective writers usually have a purpose in mind and construct their writing with a view to achieving that purpose.

2) Audience

Someone needs to consider audience who will read the writing product. Knowing the audience will help writer to communicate clearly and effectively.¹¹ The intended reader of the writing recognizes instantly what kind of writing it is.

3) Clarity (Cohesion)

Clarity or cohesion is the grammatical and/or lexical relationships between the different elements of a text. This may be the relationship between different sentences or between different parts of a sentence.¹²

4) Unity

Unity means that there is only one main idea in a paragraph. The main idea is stated in topic sentence, and then each and every supporting sentence develops that idea.¹³

5) Coherence

Coherence is the relationships which link the meanings of utterances in a discourse or of the sentences in a text. In written texts coherence refers to the way a text makes sense to the readers through the organization of its content, and the relevance and clarity of its concepts and ideas.¹⁴ Furthermore, according to Oshima and Hogue,

¹¹ Alice Oshima and Ann Hogue, *Writing Academic English* (3rd ed) (New York: Longman, 1991), p. 2.

¹² Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics* (3rd ed) (London: Longman, 2002), p. 86.

¹³ Alice Oshima and Ann Hogue, *Op. Cit.* p. 18.

¹⁴ Jack C. Richards and Richard Schmidt, *Op. Cit.* p. 85.

coherence means that the paragraph or text is easy to read and understand because 1) the supporting sentences are in some kind of logical order and 2) the ideas are connected by the use of appropriate transition signals.¹⁵ Moreover, when a text is coherent, the reader can understand at least two things: the writer's purpose and the writer's line of thought.¹⁶

Moreover, Tribble suggests some elements that are needed to be considered in assessing writing. They are content, organization, vocabulary, language and mechanics.¹⁷ Content is about treatment of the subject, variety of ideas or arguments, interpretation of the topic, relevance between content and the topic and accuracy of detail. Meanwhile, organization is about fluency of expression, clearance of ideas, organization of paragraphs or sections, coherence and cohesion. Furthermore, vocabulary is about range of vocabulary itself, accuracy of word or idiom choice and usage and appropriateness of selection to match register. In addition, language is about handling of appropriately structures, agreement, tense, number, word order, articles, pronoun, preposition and obscuration of meaning. The last element, mechanics, is about spelling, punctuation, capitalization and layout. These are elements that can be used by teacher, lecturer or researcher to assess students writing.

¹⁵Alice Oshima and Ann Hogue, *Loc. Cit.*

¹⁶ Jeremy Harmer, *Op. Cit.* p. 24-25.

¹⁷4 Christopher Tribble, *Language Teaching Writing* (New York: Oxford University Press, 1996), p. 130-131.

In conclusion, based on the explanation above, the researcher concludes that elements of good writing are content (included of purpose and audience), organization (included of clarity, unity and coherence), vocabulary, language and mechanics.

c. Process of Writing

The following are the processes of writing.¹⁸

1) Planning

When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since it will influence the type of the text they wish to produce, the language use and the information. Secondly, they should think about the audience of whom they are writing for since it will influence the choice of language, such as formal or informal. The last, they should think about the content structure or ideas included in. This is the stage in which the writers start to think what to be written.

2) Drafting

The drafting stage is where we really begin writing.¹⁹ We now try to write our ideas onto paper. Keep going write in order that our ideas flow although sometimes we feel that we have written wrong spelling, tense or punctuation, for we will do the next step of writing process, editing.

¹⁸ Jeremy Harmer, *How to Teach Writing* (6th ed) (Edinburg Gate: Longman, 2007), pp. 4-5.

¹⁹ Akmal Sutyono, *Writing III*. (Language and Art Department STKIP PGRI, Bandar Lampung, 2004), p. 3.

3) Editing (Reflecting and Revising)

We check whether what we have said is what we want to say and whether we have said it in a clear and appropriate way. It may take place while we are drafting or after we have finished a draft. In this stage, we see our own writing wholly about punctuation, spelling and grammar, besides the content itself.

4) Final version

Once writers have edited their drafting, making the changes they consider to be necessary, they produce their final version.

Based on the explanation above, we know that the process of writing consists of some parts. They are planning, drafting, editing (reflecting and revising) and final version.

2. Concept of Teaching Writing

a. Definition of Teaching Writing

Teaching writing is an activity to encourage students to write. According to Lindeman, writing is a process of communication which uses a conventional graphics system to convey a message to reader.²⁰ It means that writing is a process of delivering ideas through written text or translating what is on mind through written language. In order to students can make good writing, they should formulate their own thoughts, organize them, and create a written record of them using the conventions of spelling and grammar.

²⁰ Erika Lindeman, *Loc.Cit.*

Teaching writing skill can be difficult for any teacher, since approach of learning will be different for almost every student. Some students will learn quickly, while others will need some encouragement and more attention to ensure they understand what they are being taught. Teaching writing should be focused on product into process which promising the students to be more competent in writing because it focuses on developing the ideas to produce optimal writing.

c. Approach in Teaching Writing

There is no doubt that writing is the most difficult skill for second language or foreign language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.²¹ The teaching of writing or writing instruction has always been a compulsory course in higher educational establishments. Accordingly, there have been various approaches to the teaching of writing that have led to numerous changes in the selection of writing methods and devices. There have basically been two approaches to writing, namely the product-based and the process-based.²²

²¹Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching An Anthology of Current Practice* (New York: Cambridge University Press, 2002), p. 303.

²² Mi-Jeong Kang, "Process Approach to the Teaching of EFL Writing", *Journal of British & American Studies* No.14. 2006, p. 113. Available at: <http://www.jstor.org/about/terms.html> (Accessed on January, 21th 2017).

Product-oriented approach focuses on the final product, the coherent, error-free text.²³ Further, in product approach the concerted emphasis is over the sentence level grammar, i.e sentence as the building blocks of discourse, and discourse as the product of fitting one building block on to the text. Such an approach is consistent with sentence-level structuralist linguistics and bottom-up processing.²⁴ Silva explains that the principles of the product approach are derived from controlled composition which focuses on the lexical and syntactic features of a text.²⁵ It means that product-oriented approach to writing largely concerns the forms of the written products that students compose. Since the main focus of these approaches is on written form, grammar is emphasized and a particular effort is made to avoid errors.

According to Richards and Renandya, a commitment to content, fluency, personal voice, and revising is called process writing.²⁶ Further, they explain a process approach to teaching writing can be used with personal and with academic content, with literature and with nonfiction. A principled process approach always pays serious attention to the product – but an appropriate stage in the process.²⁷ In addition, as noted by Applebbe quoted by Kroll states that the process approach is regarded as a way to think about writing in terms of what the writer does (planning,

²³Taher Sarhady, “The Effect of Product/Process-Oriented Approach to Teaching and Learning Writing Skill on University Student Performances”, *International Journal of Language and Applied Linguistics*, Vol 1(2) pp 7-12 (June 15, 2015), p. 8. Available at: <http://www.ijlal.ir> (Accessed on February, 10th 2017).

²⁴ *Ibid.*

²⁵Tony Silva, *Second Language Composition Instruction: Developments, Issues, and Directions in ESL* (Cambridge: Cambridge University Press, 1990), p. 20.

²⁶ Jack C. Richards and Willy A. Renandya, *Op.Cit*, p. 308.

²⁷ Jack C. Richards and Willy A. Renandya *Loc.Cit*.

revising, and the like) instead of in terms of what the final product looks like (patterns of organization, spelling, grammar).²⁸ It tells that process-oriented approach concerns the process of how ideas are developed and formulated in writing. Writing is considered a process through which meaning is created.

In brief, teaching writing must involve both process and product. Teachers should first focus on the organization of the writing. As the next step, they should deal with grammatical problems seen in writing. When students are not good at organizing their ideas, the teacher should deal with this before moving on to grammatical mistakes (presumably, later in the term). This is for several reasons, among them that better organization often leads to the reduction of other errors and, of course, the clear expression of ideas is the major point of writing.

B. Grammar

1. Concept of Grammar

a. Definition of Grammar

In order to convey meaning in communication, both in written and oral communication, one needs to be fully equipped with sufficient grammar mastery. As stated previously that many elements should be noticed in composing a written product as called higher level skills (macro level skills including planning, organization) and lower level skills (micro level skills including spelling, grammar, and so on). It means that grammar is an inseparable component of language that holds

²⁸ Barbara Kroll, *Second Language Writing* (Cambridge: Cambridge University Press, 1990), p. 245.

several parts of the language together so that it can produce meaning in communication.

Brown states that grammar is the system of rules governing the conventional arrangement and relationship of a word in a sentence.²⁹ By the rules of learning grammar will help the readers or listeners understand the sentence in utterance that the writer or speaker produced. In addition, grammar gives us the structures of language and tells how to string those sentences together. It means that grammar guides us to construct a sentence (word order, verb and noun system, modifier, phrases, clauses, etc) correctly.

While Thornbury says that grammar is partly the study of what forms (or structures) are possible in a language.³⁰ It means that grammar is fundamental to language. Without grammar does not exist. Understanding grammar is very important for students because it is one of the elements in English material. By mastering grammar, students know how to use good rules in making composition as make a good sentence and understand what people think about everything either spoken or written form because without mastering grammar the students will get difficulties in understanding the language.

Moreover, Nunan states that grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to

²⁹ H. Douglas Brown, *Principles of English Language Learning and Teaching* (5th Ed) (New York: Pearson Education, 2007), p. 362.

³⁰ Scott Thornbury, *Loc.Cit.*

produce sentences in the language.³¹ It means that grammar holds an important role in a language. It is the silver lining of language, the harmony of language, as it is the one that make language meaningful.

Furthermore, Hancock states that grammar is an intrinsic meaning maker of a language that rules in arranging a set of words in order to form meanings.³² It means that grammar does not only explain how the utterances are formed, but also provides a tool to generate some possible structures that have never been used before, which might be useful for people who prefer to use the language in a creative way so that they can communicate easily. Also, it helps us to write new kind of sentences that are more effective and more persuasive.

Based on the explanation above, it can be summarized that grammar is the component of language that has rules to help the learners produce the words, so they can make meaningful sentence or information correctly. Besides, by learning grammar the students are able to understand the language and they can construct some new words to be new sentences correctly.

b. Approach in Teaching Grammar

Teaching grammar has been regarded as crucial to the ability to use language. Grammar gains its prominence in language teaching, particularly in English as a

³¹ David Nunan, *Second Language Teaching & Learning* (Massachusetts: Heinle&Heinle Publisher, 1999), p. 97.

³² Craig Hancock, *Meaning – Centered Grammar: An Introductory Text* (London: Equinox Publishing Ltd, 2005), p. 6.

foreign language (EFL) and English as a second language (ESL), inasmuch as without a good knowledge of grammar, learners' language development will be severely constrained.³³ Practically, in the teaching of grammar, learners are taught rules of language commonly known as sentence patterns.³⁴

Grammar rules will be clearer and be remembered better when students formulate themselves (inductive learning) than when teachers do them for the students (deductive learning). Furthermore, the rules will be better reinforced if they are put to functional use in language. Grammar should be taught for the language's sake and not merely for grammar's sake. Put another way, grammar teaching should not be restricted to a very narrow, non-communicative range that does not prepare students to use language in everyday life.

Nunn, in this context, rightly remarks that grammar is too complex to be explained explicitly or reduced to simple rules and grammatical theory is only useful to teachers as a theory of practice and it can have no value if it is not in some way applicable in some context.³⁵ An integrated grammar lesson, to use Krashen and Terrill's view, should focus on teaching communicative abilities with an emphasis on the primacy of

³³ Handoyo Puji Widodo, "Approaches and Procedures for Teaching Grammar", *Journal English Teaching: Practice and Critique*, Vol. 5, Number 1 pp. 122-141 (May 2006), p. 122. Available at: <http://education.waikato.ac.nz/research/files/etpc/2006v5n1nar1.pdf> (Accessed on February, 15th 2017).

³⁴ *Ibid.*

³⁵ R. Nunn, "Teaching English Grammar in a Local Variety of English: The Case for Text Construction", *International Journal of English Language and Literature*, Vol. 2, pp. 31-36, 2013, p. 31. Available at: www.ea-journals.org (Accessed on February, 16th 2017).

meaning.³⁶ An integrated grammar approach should involve pre-, while-, and post-stages to provide integrated and interactive learning environments.

In the pre-grammar stage, the teacher needs to connect grammar instruction with real life, stimulate students' interest in the topic, and raise awareness by discussing the purpose and use of learning. The while-grammar part should help students notice the new grammar point and provide meaningful input through context-specific pictures, videos, examples, and texts. And the post- grammar phase should provide sufficient opportunity for the learners to relate the grammar instruction to real-life situations and put it to meaningful use. Put another way, the while-stage clarifies the meaning, whereas the post-stage focuses on the productive aspects of the new structure.³⁷

Thus, this approach involves learners' participating actively in their own instruction. In addition, the approach encourages a learner to develop her or his own mental set of strategies for dealing with tasks. In other words, this approach attempts to highlight grammatical rules implicitly in which the learners are encouraged to conclude the rules given by the teacher.

Meanwhile, conventional approach also called traditional approach has some principles, they are:

³⁶ S. D. Krashen and T. D. Terrell, *The Natural Approach: Language Acquisition in The English Classroom* (Oxford: Pergamon, 1983), p. 19.

³⁷ *Ibid.*

- a. The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from language study. The traditional approach is a way of studying language through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.
- b. The sentence is the basic unit of teaching and language practice. Much of the lesson is devoted to translating sentences into and out of the target language.
- c. Grammar is taught deductively – that is, by presentation and study of grammar rules, which are then practiced through translation exercises.³⁸

To summarize, the ultimate goal of teaching grammar is to provide the students with knowledge of the way language is constructed so that when they listen, speak, read and write, they have no trouble applying the language that they are learning. Language teachers are, therefore, challenged to use creative and innovative attempts to teach grammar so that such a goal can successfully be achieved. In other words, whatever exercises are given, the most crucial thing is that the teacher provides the students with an opportunity to be able to produce the grammatical item making use of syntactically and semantically correct examples of sentences comprised of appropriate and relevant vocabulary.

³⁸ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (2nd ed) (Cambridge: Cambridge University Press), pp. 5-6.

2. Concept of Subject-Verb Agreement

a. Definition of Subject-Verb Agreement

There are many materials in English grammar. One of the materials is about subject-verb agreement. English grammar requires the subject and verb to agree in number: both must be singular, or both must be plural. Pamela points out that subject-verb agreement is a singular subject requiring a singular verb and plural subject requiring a plural verb.³⁹ It means that a subject should agree with its verb within a sentence.

Subject-verb agreement therefore refers to the matching of subjects and verbs according to their number.⁴⁰ Students must be able to identify the grammatical subject, then select the correct form of the verb. The grammatical subject may not be the logical subject. Subjects with every and each (e.g., every man, woman, and child) may seem to be plural because the expression can logically be seen to refer to many people, but the grammatical concept of every and each is singular. Naturally, this is a difficult point for learners.⁴¹

Subject-verb agreement is simple: if the subject of a sentence is singular, then the verb must be a singular; if the subject of the sentence is plural, then the verb must be

³⁹ Arlove Pamela. *Loc. Cit.*

⁴⁰ Sidney Greenbaum and Gerald Nelson, *An Introduction to English Grammar* (London: Longman, 2002), p. 141

⁴¹ Betty Schramper Azar, Barbara F. Matthies and Shelley Hartle, *Understanding and Using English Grammar* (3rd Ed) (New Jersey: Longman, 2001), p. 47.

plural. An *s* on a verb usually indicates that a verb is singular, while an *s* on a noun usually indicates that the noun is plural.⁴²

According to Hornby in Mas'ud, agreement concord is agreement between the subject with its verb (predicate).⁴³ Similarly to Leech, who states that concord (is also called agreement) in the most general terms, concord is a relation between two elements such that they match one another in terms of some grammatical feature.⁴⁴ Then he adds that in English, the most important agreement (concord) is number concord between subject and verb.⁴⁵ It means that agreement is a relation between two elements that should agree each other, for instance the agreement between a subject and a verb.

Furthermore, Sihombing and Burton state that in a simple sentence, a verb usually comes after the subject. It can a word or phrase which contain a simple form of verb, an adverb, a modal or an auxiliary. The form of a verb must agree with the form of the subject.⁴⁶ In addition, Sihombing and Burton state that a singular subject uses a singular verb and plural subject uses a plural verb.⁴⁷ It can be assumed from the definition above that a subject verb agreement is agreement between subject and verb.

⁴² Deborah Phillips, *Longman Complete Course for the TOEFL Test* (New York: Longman), p. 248.

⁴³ Fuad Mas'ud, *Essentials of English Grammar: A Practical Guide* (2nd Ed) (Yogyakarta: BPFE, 1996), p. 176

⁴⁴ Geoffrey Leech, *A glossary of English Grammar* (Edinburgh: Edinburgh University Press, 2006), p. 24.

⁴⁵ *Ibid*, p. 25.

⁴⁶ Binsar Sihombing and Barbara Burton, *English Grammar Comprehension: Untuk Guru, Penulis, dan Peminat Bahasa Inggris* (3rd Ed) (Jakarta: Gramedia, 2010), p. 78.

⁴⁷ *Ibid*

If the subject is singular, so the verb is singular and if the subject is plural, so the verb is plural also.

Similarly, Langan and Winstanley also point out that a verb must be agree with its subject, a singular subject or one person or thing takes a singular verb. A plural subject or more than one person or thing takes a plural verb.⁴⁸ It means that a singular subject must be matched with a singular verb form: the child cries, and a plural subject must be matched with a plural verb form: the children cry.

In short, subject verb agreement relates to the appropriate placement of subject and its verb. Within a sentence a subject and a verb must agree in number. This means, a singular subject takes a singular verb, whereas a plural subject requires a plural verb.

b. Rules of Subject Verb Agreement

There are many rules of subject-verb agreement. Those are:

1) Singular and plural verbs

- a) In the third person there is sometimes agreement between the subject and the first (or only) word of a finite verb phrase.

For examples:

The house is empty. The houses are empty.

- b) An uncountable noun takes a singular verb.

For example:

The grass is getting long.

⁴⁸ John Langan and Sharon Winstanley, *College Writing Skills with Readings* (Toronto: Mc Graw-Hill Ryerson Limited, 1996), p. 20.

- c) With a present-tense verb there is agreement.

For examples:

The garden looks nice. The gardens look nice.

- d) There is agreement with be, have, and a present-simple verb. A third-person singular subject takes a verb form in *s* or *es*.

For example:

She goes to school every day.

- e) With a past-tense verb there is agreement only with be.

For examples:

The window was broken. The windows were broken.

2) Singular and plural subjects

- a) Two or more phrases linked by *and* take a plural verb.

For example:

Jamie and Emma go sailing at weekend.

- b) When two phrases are linked by *or*, the verb usually agrees with the nearest.

For example:

Either my sister *or the neighbors are* looking after the dog.

- c) A phrase of measurement takes a singular verb.

For examples:

Ten miles is too far to walk. *Thirty pounds seems* a reasonable price.

- d) Titles and names also take a singular verb when they refer to one thing.

For example:

Star Wars was a very successful film.

- e) A phrase with *as well as* or *with* does not make the subject plural.

For example:

George, together with some of his friends, *is* buying a race-horse.

- f) A phrase with *and* in brackets does not normally make the subject plural.

For example:

The kitchen (and of course the dining-room) *faces* due west.

3) One of, a number of, every, there etc

- a) After a subject with one of, we use a singular verb.

For instance:

One of these letters is for you.

- b) When a plural noun follows number of, majority of or a lot of, we normally use a plural verb.

For instance:

A large number of letters were received.

The majority of people have complained.

A lot of people have complained.

- c) We use a singular verb after a subject with *every* and *each* and compounds with *every*, *some*, *any* and *no*.

For instance:

Every pupil has to take a test.

But all and some with a plural noun take a plural verb.

For instance:

All the pupils have to take a test.

- d) After there, the verb agrees with its complement.

For instance:

There was an accident. There were some accidents.

4) Nouns with a plural form

- a) Some nouns are always plural. Those are belongings, clothes, congratulations, earnings, goods, odds (probability), outskirts, particulars (details), premises (building), remains, riches, surroundings, thanks, troops (soldiers), tropics.

For examples:

The goods were found to be defective. NOT a good

- b) Plural form-singular verb.

For example:

The news is not very good, I'm afraid.

Nouns like this are news; some words for subjects of study: mathematics, statistics, physics, politics, economics; some sports: athletics, gymnastics, bowls; some games: billiards, darts, dominoes, draughts; and some illnesses: measles, mumps, shingles. In addition, some of these nouns can have normal singular and plural forms when they mean physical thing.

For examples:

These statistics are rather complicated. (=these figures)

Moreover, politics takes a plural verb when it means someone's views.

For example: *his politics are* very left-wing. (his political opinions)

5) Pair nouns

- a) We use a pair noun for something made of two identical parts such as trousers, glasses/spectacles.
- b) A pair noun is plural in form and takes a plural verb.

For examples:

These trousers need cleaning.

Your new glasses are very nice.

We cannot use *a* or *numbers*, NOT a trousers and NOT two trousers.

c) We can use pair(s) of.

For examples:

This pair of trousers needs cleaning.

6) Group nouns

a) Group nouns (sometimes called ‘collective noun’) refer to a group of people, e.g. family, team, crowd. After a singular group noun, the verb can often be either singular or plural.

For example:

The crowd was/were in a cheerful mood.

There is a little difference in meaning. The choice depends on whether we see the crowd as a whole or as a number of individuals.

b) With a singular verb we use *it*, *its* and *which/that*. With a plural verb we use *they*, *their* and *who/that*.

For examples:

The government *wants* to improve *its* image.

c) We use the singular to talk about the whole group. For example, we might refer to the group’s size or make-up, or how it compares with others.

For examples:

The class consists of twelve girls and fourteen boys.

Some group nouns are:

Army	company	group	population
Association	council	jury	press
Audience	crew	majority	public
Board	crowd	management	school
Choir	enemy	military	society (club)
Class	family	minority	staff
Club	firm	navy	team
College	gang	orchestra	union
Committee	government	(political) party	university
Community			

- d) The name of institutions, companies and teams are also group nouns, e.g. *Parliament, the United Nations, the Post Office, the BBC, Selfridge's, Rank Xerox, Manchester United, England* (the England team).

For example:

Brazil *is/are* expected to win.

For the United States usually takes a singular verb.

For example: *The United States has* reacted angrily.

- e) These nouns have a plural meaning and take a plural verb: *police, people, livestock* (farm animals), *cattle* (cows), *poultry* (hens).

For examples:

The *police are* questioning a man.⁴⁹

⁴⁹ John Eastwood, *Oxford Guide to English Grammar* (1st Ed) (London: Oxford University Press, 1994) pp. 191-197.

Meanwhile, Philips states some regulations of subject-verb agreement which are stated follow:

1) Make verbs agree after prepositional phrases

Sometimes prepositional phrases can come between the subject and the verb. If the object of the preposition is singular and the subject is plural, or if the object of the preposition is plural and the subject is singular, there can be confusion in making the subject and the verb agree.

For example:

The key (to the doors) is in the drawer.
The keys (to the doors) are in the drawer.

2) Make verbs agree after expressions of quantity

A particular agreement problem occurs when the subject is an expression of quantity, such as *all*, *most*, or *some*, followed by the preposition *of*. In this situation, the subject (*all*, *most*, or *some*) can be singular or plural, depending on what follows the preposition *of*.⁵⁰

3) Subject-verb agreement after inverted verbs

When the subject and verb are inverted, it can be difficult to locate them, and it can therefore be a problem to make them agree.⁵¹

For instance:

(Behind the house) was the bicycles I wanted.
(Behind the houses) were the bicycle I wanted.

⁵⁰ Deborah Phillips, *Op.Cit*, p. 249.

⁵¹ *Ibid*.

4) Make verbs agree after certain words

Certain words in English are always grammatically singular, even though they might have plural meaning.⁵² These words or expressions are grammatically singular, so they take singular verbs:

Anybody	Everybody	Nobody	Somebody	Each (+ Noun)
Anyone	Everyone	No One	Someone	Every (+ Noun)
Anything	Everything	Nothing	Something	

For example:

Everybody are going to the theater.

Even though the understanding from this example that a lot of people are going to the theater, *everybody* is singular and requires a singular verb. The plural verb *are going* should be changed to the singular verb *is going*.

Moreover, Azar states the five subject-verb agreement rules covering:

- 1) Final -s/-es
- 2) Basic subject-verb agreement

The grammatical term “third person” refers to this pattern:

Singular: I = the person who is speaking, the “first person”

You = the person who is being spoken to, the “second person”

He/She/it or a singular or non count noun = the person or thing that is being discussed, the “third person”

Plural: We = the speaker and included persons, the “first person plural” form

⁵² Deborah Phillips, *Op.Cit*, p. 252.

You = all persons who are being spoken to or included in the audience,
the “second person plural” form

They or a plural noun = people or things that are being discussed, the
“third person plural” form.

Errors in subject–verb agreement are common for second language learners (and to some degree for native speakers, too) when the subject is separated from the verb by an intervening noun of a different number.

3) Subject–Verb Agreement: Using Expressions of Quantity

4) Subject–verb agreement: using *There + be*

There + be is very different in meaning from they are there, in which there represents a particular place, substituting for a prepositional phrase of place or other place expression. In fact, it is not unusual to say “There are lots of people there.” Be sure students understand that the expletive “there” has no meaning in and of itself. The structure itself (there+be+noun) conveys the meaning that something exists.

5) Subject–verb agreement: some irregularities

The footnote about the word “people” may need further explanation. This word has two meanings, each requiring a different grammatical interpretation.

- (a) The people of Great Britain = the British (plural)
- (b) They are one people. = One nation (singular)
- (a) The people of Canada = the Canadians (plural)
- (b) They are one people. = one nation (singular)

- (a) Most people in Great Britain and Canada speak English. (Plural)
 (b) The peoples of Great Britain and Canada are loyal to the Queen. (The peoples = two nations)⁵³

In brief, there are many rules of subject-verb agreement. The three experts have their own perceptions about the rules. The similarities and the differences can be seen from the explanations. In this research, the researcher used three rules which related to subject-verb agreement, they were final –s/-es errors, singular and plural verb errors, and indefinite pronouns errors.

1) Final –s/-es Errors

The simple present tense has a specific characteristic. This characteristic can be seen from the form and the use of the simple present itself.

Table 2.1 Spelling of Third Person Singular Form

Most verbs: Add -s to infinitive	Work → Works Sit → Sits Stay → Stays
Verbs ending in consonants + y: change y to i and add -es	Cry → Cries Hurry → Hurries Reply → Replies
Verbs ending in -s, -z, -ch, -sh, or -x: add es to infinitive	Miss → Misses Buzz → Buzzes Watch → Watches Push → Pushes Fix → Fixes
Exceptions:	Have → Has Go → Goes Do → Does ⁵⁴

⁵³ Betty Schramper Azar, Barbara F. Matthies, and Shelley Hartle, *Understanding and Using Grammar* (3rd) (New York: Longman, 2001), pp. 43-49.

⁵⁴ Michael Swan, *Practical English Usage* (Oxford: Oxford University Press, 2000), p. 25

From the table 2.1, it is clear that the form of simple present tense is marked or indicated by the changing and adding the letter “s” or the letters “es” at the final or the end of the infinitive but most of the verbs are added by “s”. The addition and change of the final infinitive depend on the final letter of the infinitive. If the verbs end with consonants + y: change y to i and add -es and when verbs end in -s, -z, -ch, -sh, or -x: add -es to infinitive. The change of the final letter of infinitive also depends on the subject of the verb itself. When the subject comes from the singular third subject, the final verb has to be changed by “s or es”.

2) Singular and Plural Verb

One of the most common grammar errors in writing is failing to make the subjects and verbs agree. The subject is the person, place or thing or idea doing the action; the verb is the action.⁵⁵ Since subjects and verbs are the meat and potatoes of sentences, understanding and improving the connection between the two can dramatically clarify writing. There are some points relating to the singular and plural verb field as stated by Eastwood, they are as follows:

- a) In the third person there is sometimes agreement between the subject and the first (or only) word of a finite verb phrase.

For examples:

The house is empty.

The houses are empty.

⁵⁵ Mahsa Hariri, “Subject, Verb, and Pronoun Agreement”. (Online) Available at: http://www.lonestar.edu/departments/learningcenter/subject_verb_agreement_handout.pdf (Accessed on August, 6th 2017)

- b) An uncountable noun takes a singular verb.

For example:

The grass is getting long.

- c) With a present-tense verb there is agreement.

For examples:

The garden looks nice. The gardens look nice.

- d) There is agreement with be, have, and a present-simple verb. A third-person singular subject takes a verb form in *s* or *es*.

For example:

She goes to school every day.

- e) With a past-tense verb there is agreement only with be.

For examples:

The window was broken. The windows were broken.

3) Indefinite Pronouns

Indefinite pronouns are the largest group of pronouns. They refer to the presence (or absence) of a quantity.⁵⁶ Indefinite pronouns are also called as certain words in English are always grammatically singular, even though they might have plural meaning.⁵⁷ These words or expressions are grammatically singular, so they take singular verbs:

⁵⁶ Sidney Greenbaum and Gerald Nelson, *Loc.Cit.*

⁵⁷ Deborah Phillips, *Op.Cit*, p. 252.

Anybody	Everybody	Nobody	Somebody	Each (+ Noun)
Anyone	Everyone	No One	Someone	Every (+ Noun)
Anything	Everything	Nothing	Something	

Several indefinite pronouns (none, all, some, any) and the fractions may be either singular or plural. For instance:

Some (of the material) is not suitable for children.

Half (the county) is under water.

All (the fruit) has been eaten.

None (of the crop) was in danger.

If they refer to one thing, they take a singular verb. If they refer to more than one person or thing, they take a plural verb. For examples:

Some (of the pages) are missing

All (my friends) were abroad.⁵⁸

c. Exceptions of Subject-Verb Agreement

There are many exceptions of subject-verb agreement. Those are:⁵⁹

- 1) A modal verb always has the same form.

For example:

The window(s) might be broken.

For the subjunctive.

For example:

We recommended that *the pupil receive* a special award.

- 2) For the subjunctive were.

For example:

If the story *were* true, what would it matter?

⁵⁸ Sidney Greenbaum and Gerald Nelson, *Op.Cit.* p. 145.

⁵⁹ *Ibid.*

- 3) A phrase in apposition does not make the subject plural.

For example:

George, my neighbour, often goes to the races.

- 4) When number means 'figure', it agrees with the verb.

For example:

The *number* of letters we receive *is* increasing.

Amount agrees with the verb.

For example:

A large *amount* of money *was* collected.

Large *amounts* of money *were* collected.

After a fraction, the verb agrees with the following noun, e.g.

potato, plants.

For examples:

Three quarters (of *a potato*) *is* water.

Almost half (the *plants*) *were* killed.

- 5) When *each* follows a plural subject, the verb is plural.

For example:

The pupils each have to take a rest.

- 6) A verb after *which* is singular or plural depending on how many we

are talking about.

For examples:

Which (of these sweaters) *goes* best with my trousers? *This* one, I think.

Which (of these shoes) *go* best with my trousers? *These*, I think.

- 7) After *no*, we can use either the singular or the plural.

For example:

No pupil has failed/*No pupils have* failed the test.

- 8) In informal English we sometimes use *there's* before a plural.

For example:

There's some friends of your outside.

- 9) Some of these nouns (*mathematics, statistics, physics, politics, economics, athletics, gymnastics, bowls, biliards, darts, dominoes, draughts, measles, mumps, shingles*) can have normal singular and plural forms when they mean physical things.

For examples:

Tom laid *a domino* on the table.

These statistics are rather complicated. (these figures)

Politics takes a plural verb when it means someone's views.

For example:

His politics are very left-wing. (his political opinion)

- 10) *Works, headquarters* and *barracks* can sometimes be plural when they refer to one building or one group of building.

For example:

These chemical works here *cause* a lot of pollution.

- 11) Some pair nouns can be singular before another noun: *a trouser leg, a pyjama jacket* but not for glasses. For example: *my glasses case*.

- 12) Three of these nouns can be singular with a different meaning: *a glass* of water, *a spectacle* (a wonderful sight), a scale of five kilometres to the centimetre.

- 13) In the USA a group noun usually takes a singular verb

A group noun can be plural.

For example:

The two teams know each other well.

A phrase with *of* can follow the noun, e.g. a crowd *of people*, a team *of no-hopers*.

14) *Military*, *press* and *public* do not have a plural form. NOT *the publics*.

15) *The United States* usually takes a singular verb.

For example:

The United States has reacted angrily.

16) When *poultry* means meat, it is uncountable.

For example:

Poultry has gone up in price.

C. Error Analysis

1. Concept of Error Analysis

a. Definition of Error Analysis

In learning and using a foreign language, one of the most inhibiting factors is the fear of making mistakes or errors. Making of errors is a sign that students have not yet mastered the rules of the language being learned. To cope with this problem, one of the strategies widely used by linguist is error analysis. Error analysis is one of the ways to examine all possible sources of errors in order to find the solution.

According to Taylor, error analysis is the study and evaluation of uncertainty in measurement.⁶⁰ It implies that error has a positive role in language learning since it is the sign that a language learner does not learn the rules of the target language effectively. It means that error analysis has an important role in determining the suitable remedial and the effective teaching learning strategy for the learner as well as it can be used as a guideline to minimize the errors in their writing.

As Erdogan emphasizes that error analysis deals with the learners' performance in terms of the cognitive processes. They use of recognizing or coding the input to receive the target language. Therefore, a primary focus of error analysis is on the evidence that learners' error provide with an understanding of the underlying process of second language acquisition.⁶¹

While Corder points out that error analysis (EA) is part of methodology of the psycholinguistic investigation of language learning. It aims at telling us something about the psycholinguistic process of language learning.⁶² Similarly, error analysis is a process based on analysis of learner's error in their process of second or foreign language learning.

⁶⁰ John R. Taylor, *An Introduction to Error Analysis: The Study of Uncertainties in Physical Measurements* (2nd Ed) (Colorado: University Science Book, 1997), p. 3.

⁶¹ Vacide Erdogan, "Contribution of Error Analysis to Foreign Language Teaching", *Journal of the Faculty of Education Mersin University*, Vol. 1, Issue 2, pp. 261-270, December 2005, p. 262. Available at: <http://www.eltforum.com> (Accessed on November, 7th 2016).

⁶² S. P. Corder, *Error Analysis and Interlanguage* (New York: Oxford University Press, 1981), p. 35.

Furthermore, Khansir defines error analysis is a type of linguistic analysis that focuses on the errors learners make.⁶³ By establishing error analysis in learning process, teachers are able to examine students' problem and the process of acquiring a foreign language in language learning.

James furthermore argues that error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.⁶⁴ It seems that the use EA is such a tool that investigates student's learning process in acquiring second language by identifying, describing, analyzing, and explaining the learner's error.

From the explanations above, it can be inferred that error analysis is a study that focuses on the errors learners make. Moreover, error analysis is one of the most useful techniques that focus on the errors that learners commit whether in their written or spoken discourse. By identifying what is exactly lacking in the learners' competence, error analysis brings the problem areas to the attention of teachers, syllabus designers and textbook writers, and suggests remedial action to overcome the mismatch between knowledge of the learner and the demand of the situation.

⁶³ Ali Akbar Khansir, "Error Analysis and Second Language Acquisition", *Journal of Theory and Practice in Language Studies*, Vol. 2, No. 5, pp. 1027-1032, May 2012, p. 1029. Available at: <http://www.iiste.org/conference/upcoming-conferences-call-for-paper/> (Accessed on November, 17th 2016).

⁶⁴ Carl James, *Errors in Language Learning and Use: Exploring Error Analysis* (London: Longman, 1998), p. 1.

b. Procedures of Error Analysis

In conducting error analysis, several procedures are required to conduct the research correctly. Here, James provides us with five steps in analyzing the learners' errors.

1) Error Detection

In detecting errors, James states that one thing required is the ability to spot the errors, and it is usually easier to spot errors of other people than our own errors. In this first step, we use sentence as our unit of analysis, and use our knowledge to detect it.

2) Error Location

Errors can be located simply by pointing on it, like to the quantifier 'some', preposition in, or verb 2 went by simply saying here is the error, or by describing its place in the sentence. However, there are some errors that are not 'straightforward'. There is this type of errors called global errors where its occurrence is diffused into a larger text that contain them. The sentence does not simply contain an error, but it is erroneous or flawed as a sentence.

3) Error Description

In describing learners' errors, the system used must have two essential characteristics. First, the system must be well-developed and highly elaborated, since many complex errors made not only by advance learners but also the beginner ones. The second characteristic is that the description must be as simple and comprehensive as possible. There are three main purposes of describing learners' errors. The first is to make

learners' errors explicit. The next is that error description is the prerequisite for counting errors. And the last purposes is to create categories.

4) Error Classification

Classifying errors means that we put the errors into categories.

5) Error count

Counting error is the last step to do in error analysis procedure. The analyst counts the errors made by the students.⁶⁵

Moreover, Corder in Ellis and Barkhuizen distinguished five steps in conducting error analysis. Those are as follows:

1) Collection of a sample of learner language.

To provide data for the error analysis, the researcher needs to collect a sample of learner language. In this step, the researcher may control the data by narrowly specifying the sample he or she intends to collect.

2) Identification of errors.

The identification of errors involves a comparison between learners' sentences and native speakers' sentences in the same context. Then, the researcher could identify which part of learners' sentences is different from the reconstructed version.

⁶⁵ Carl James, *Errors in Language Teaching and Use* (New York: Longman, 1998), pp. 91-114.

3) Description of errors.

The description of errors usually employs either linguistic taxonomy or surface structure taxonomy to describe the differences between learner's sentences and native speakers' sentences.

4) Explanation of errors.

Explaining errors involves determining their sources in order to account for why they were made. Obviously, learners make errors due to the difficulties in accessing their L2 knowledge in communication.

5) Evaluation of Error

Error evaluation is a supplementary stage in error analysis. It involves determining the gravity of different errors with a view to deciding which ones should receive instruction.⁶⁶

2. Concept of Error

a. Definition of Error

Errors in language learning have always been the centre of attention, and knowledge of grammar has become one of the most actively discussed questions in language and literacy pedagogy.⁶⁷ Further, Indonesian learners tend to commit error in both speaking and writing when they use English as the second or foreign language.

⁶⁶ Rod Ellis and Gary Barkhuizen, *Analysing Learner Language* (Oxford: Oxford University Press, 2005), pp. 57-67.

⁶⁷ Siti Hamin Stapa and Mohd Mustafa Izahar, "Analysis of Errors in Subject-Verb Agreement among Malaysian ESL Learners", *3L The Southeast Asian Journal of English Language Studies*, Vol. 16(1) pp. 56-73 January 2010, p. 56. Available at: <http://www.jstor.org/journals/tesol.html> (Accessed on November, 5th 2016).

Basically, error reflects their underlying competence of English because it is related to cognitive process. The learners do not realize when they commit the error because it occurs unconsciously. Hence, when they are asked to revise the error committed, they cannot self correct it because they do not know the correct rule.⁶⁸

Various definitions of error have been presented by experts. Brown defines error is noticeable deviation from the adult grammar or a native speaker reflecting the interlingua competence of the learner.⁶⁹ It is called competence error when learners make errors because they have lack knowledge of the rules of the target language. They will not be able to correct the errors by themselves quickly. They need guidance to correct the errors. They may also make the same errors at times. It means that learners cannot learn language without systematically committing errors first.

Sometimes errors committed by foreign or second language learners are due to mother tongue interference. This means, when someone learns a foreign language, he or she often faces interference, where he or she applies his or her mother tongue structure to structure of the target language, which is different from native language.

In addition, errors are flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature

⁶⁸ Rury Novita, "An Analysis of Grammatical Errors in the 1st Year Students' Writings at English Department", *Vivid Journal*, Vol. 3 No.2 pp. 1-15, 2014, pp. 1-2. Available at: <http://elr.macrothink.org> (Accessed on October, 13th 2016).

⁶⁹ H. Douglas Brown, *Op.Cit*, p. 165.

language performance.⁷⁰ Making error is an inevitable part of learning and people cannot learn without language first systematically committing errors. Errors, of course, are natural for foreign or second learners of English language. Errors hamper communication, which is the main function of language. There might be a number of reasons that brought about such a lag behind in students' language performance.

Another definition of error is given by Corder, i.e. error is breaches of the code meaning they are against or breaks the grammatical rules of the language and result in unacceptable utterance.⁷¹ The errors are caused by learners' willful or negligence in using the rules appropriately. The term of breaches of the code could not be used for learning because he has imperfect knowledge of the language learned. Thus, the errors made are a sign of his incompetence in achieving the language learned and therefore, they were systematic in themselves.

Moreover, Norrish defines error as such a systematic deviation which occurs when the learner has not learned something of the language and gets it wrong constantly, because he has not learned the correct form.⁷² Learners' errors of course give insight to the teacher about the learners' difficulty in their learning and therefore they are considered indispensable in learning teaching process. Shortly, errors in various forms are important sources of information about foreign language acquisition,

⁷⁰ Heidi Dulay, Marina Burt and Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), p. 138.

⁷¹ S. Pit Corder, *Error Analysis and Interlanguage* (Oxford: Oxford University Press, 1983), p. 257.

⁷² John Norrish, *Language Learners and Their Error* (London: MacMillan Publisher, Ltd, 1983), p. 7.

because they demonstrate conclusively that learners do not simply memorize the target language rules and then reproduce them in their utterances.

James gives the definition of error as being an instance of language that is unintentionally deviant and is not self-correctible by its author.⁷³ Meanwhile, Davis and Pearse define errors as integral part of language learning and not evidence of failure to learn.⁷⁴ It implies that the term errors are reserved for the systemic deviation due to the fact that learners are still developing knowledge of the rules of the target language. The learner makes errors because he has lack of knowledge of the rules of the language he or she is learning.

To summarize, error is an inaccuracy in using the grammatical rules caused by one's lack of understanding of the said rules. The errors should be analyzed because they give contribution in understanding the process of language learning. From their errors, learners can get feedback which can be used to find new attempts to achieve the goal of learning. Besides, it contains information on strategies that learners use to acquire language and can play an important role in the study of foreign language. As also stated in Al-Hadiths as follows:

إِنَّ اللَّهَ تَجَاوَزَ عَنْ أُمَّتِي الْخَطَأَ وَالنَّسْيَانَ وَمَا اسْتَكْبَرُوا عَلَيْهِ

“Verily Allah has reconciled and forgot to my people and everything he hates” (H.R. Ibnu ‘Adiy, Ibnu Majah, Thabraniy).

⁷³ Carl James, *Op.Cit*, p. 78.

⁷⁴ P. Davis and E. Pearse, *Success in English Teaching* (Shanghai: Shanghai Foreign Language Education Press, 2002), p. 103.

b. The Distinction between Error and Mistake

There are two terms that are commonly used to describe the inaccuracy in applying grammar into writing, namely error and mistake. The misperception of the uses of those two terms is often occurred. Though they seem similar, in fact they are quite different. Brown distinguishes between mistake and error. He explains that:

“A mistake refers to a performance error that is either a random guess or a slip, in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such — ”lapses” or mistakes, which are not the result of a deficiency in competence but the result of some sort of temporary breakdown or imperfection in the process of producing speech. An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the competence of the learner.”⁷⁵

It means that error reveals the learner’s knowledge of the target language, while mistake is the learner’s temporary impediment or imperfection in process of utilizing the language. Furthermore, Corder in Larsen-Freeman and Long give more explanation about error and mistake.

“Corder made a distinction between a mistake and an error, i.e.: Whereas a mistake is a random performance slip caused by fatigue, excitement, etc, and therefore can be readily self-corrected, an error is a systematic deviation made by learners who have not yet mastered the rules of the L2. A learner cannot self-corrected an error because it is a product reflective of his or her current stage of development, or underlying competence. Rather than being seen as something to be prevented, then errors were signs that learners were actively engaged in hypothesis testing which would ultimately in the acquisition of TL rules.”⁷⁶

⁷⁵ H. Douglas Brown, *Principles of Language Learning and Teaching* (5th Ed) (New York: Pearson Education, Inc., 2007), p. 257.

⁷⁶ Diane Larsen-Freeman and Michael H. Long, *An Introduction to Second Language Acquisition Research* (London & New York: Longman Group UK, 1991), pp. 58-59.

It can be assumed that mistake is related to the students' quality performance caused by some factors such as fatigue, lack of attention and motivation, carelessness and some other factors but it can be self-corrected because actually the students know the language's rule when they focus on. While an error is related to the students' deficiency competence, it means that students do not know about the knowledge of the language at all because they have not mastered it yet therefore it cannot be self-corrected.

Moreover, Ellis differentiates the error and mistake as follow:

“There are two ways suggested to distinguish between an error and mistake. The first one is to check the consistency of learner's performance. If he sometimes uses the correct form and sometimes the wrong one, it is a mistake. However, if he always uses it incorrectly, it is then an error. The second way is to ask learner to try to correct his own utterance. Where he is unable to, the deviations are errors; where he is successful, they are mistakes.”⁷⁷

While James said that:

“If the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, and we shall say that the fault is a mistake. If, on the other hand, the learner is unable or in any way disinclined to make the correction, we assume that the form the learner used was the one intended, and that is an error.”⁷⁸

For further explanation can be seen in the table 2.2 below.

Table 2.2
The Distinctions between Error and Mistake

Error	Mistake
1. Related to the students' deficiency competence.	1. Related to the students' quality performance.
2. Reflected to the students' understanding or competence in the target language.	2. Reflected to the students' temporary impediment or imperfection when utilizing the target language.
3. Consistent deviation	3. Inconsistent deviation

⁷⁷ Rod Ellis, *The Study of Second Language Acquisition* (2nd Ed) (New York: Oxford University Press, 2008), p. 263.

⁷⁸ Carl James, *Op. Cit*, p.78.

4. Caused by learners who have not mastered yet the target language rules.	4. Caused by some factors such as fatigue, lack of attention and motivation, carelessness, etc.
5. Cannot be self-corrected because the students do not know the correct of the target language rules.	5. Can be self-corrected when the students pay attention. ⁷⁹

From those theories above, it can be inferred that error is an inaccuracy in using the grammatical rules caused by one's lack of understanding of the said rules, while mistake is simply performance failure in using the said rules.

c. Causes of Error

Norriah classifies causes of error into three types that is carelessness, first language interference, and translation. The three types of causes of error will be discussed briefly below.

1) Carelessness

Carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.

2) First language

⁷⁹ Lulu Meilina Alfiyanti, *An Analysis Of Grammatical Errors in Writing Among The Second Semester Students Of English Department Of Yogyakarta State University in The Academic Year of 2011/2012* (Yogyakarta: State University of Yogyakarta, 2011), p. 21.

Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This causes of error is called first language interference.

3) Translation

Translation is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. This is probably the most common cause of error.⁸⁰

Moreover, Richards classifies causes of error into 1) overgeneralization, 2) incomplete application of rules, 3) false concepts hypothesized, and 4) ignorance of rule restriction. To make it clear, the four classifications above are explained briefly below.

1) Overgeneralization

Overgeneralization generally involves the creation of one deviant structure in place of two regular structures, for examples, “He can sings”, “We are hope”, “it is occurs”.

2) Incomplete Application of rules

An example of incomplete application of rules can be seen in the question forms. Very often they are used, not to find out something, as they should, but as a means of eliciting questions through a transform exercise.

⁸⁰ J. Norrish, *Language Learning and their Errors* (London: Macmillan Publisher Ltd, 1987), pp. 21-26.

3) False concepts hypothesized

False concepts hypothesized are something due to poor gradation of teaching items. The form ‘was’ for example, may be interpreted as the marker of the past tense, as in “one day it was happened”.

4) Ignorance of rule restriction

Closely related to the generalization of deviant structures is failure to observe the restriction of existing structures, that is, the application of rules to context where they do not apply. They man who I saw him violates the limitation on subjects in structure with who. This is again a type of generalization of transfer, since the learners is making use of previously acquired rule in a new situation.⁸¹

d. Types of Error

Dulay, Burt and Krashen classify error into four taxonomies, they are:

- a. Linguistic category taxonomy, which classifies errors, based on linguistics components, using linguistics terms.
- b. The surface strategy taxonomy which classifies errors into four categories namely omission, addition, misordering and misformation.

⁸¹ J. C. Richards, *A Non-Contrastive Approach to Error Analysis* (London: Longman, 1971) pp. 19-22.

- c. The comparative taxonomy classifies errors into four namely: developmental errors, interlingual errors, ambiguous errors, unique errors.
- d. The communicative effect taxonomy classifies errors into global errors and local errors.⁸²

3. Concept of Linguistic Category Taxonomy

According to James in Fauziati, linguistic category carries out errors in terms of where the error is located in the overall system of TL based on the linguistic item which affected by the error.⁸³ This taxonomy classifies errors according to either or both the language component or the particular linguistic constituent the errors affect. Language components include phonology, (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse.⁸⁴ It means this taxonomy indicates in which component of language the error is located: in phonology, graphology, grammar, lexis, text or discourse. Next, there is a specification of the category of linguistic unit where the error occurs.

Moreover Tizazu explains this classification of learner errors is on the basis of the linguistic component or item (phonology/orthography, grammar, semantics, lexicon, and discourse) that is affected by an error. This taxonomy improves teaching since it uses well-established grammatical categories which are utilized to organize language

⁸² Heidi Dulay, Marina Burt and Stephen Krashen, *Op.Cit*, pp. 146-189.

⁸³ Endang Fauziati, *Readings on Applied Linguistics: A Handbook for Language Teacher and Teacher Researcher* (Surakarta: Era Pustaka Utama, 2009), p. 144.

⁸⁴ Heidi Dulay, Marina Burt and Stephen Krashen, *Loc.Cit*.

lessons in textbooks and workbooks.⁸⁵ Below is displayed a sample linguistic category taxonomy.

Table 2.3
A Sample Linguistic Category Taxonomy

	Linguistic Category and Error Type	Example of Learners' error
A.	Morphology 1. indefinite article incorrect a. A used for <i>an</i> before vowels b. An used for a 2. Possessive case incorrect a. Omission of 's 3. Third person singular verb incorrect a. Failure to attach -s b. Wrong attachment of -s 4. Simple past tense incorrect a. Regular past tense 1) Omission of -ed 2) Adding -ed to past already formed b. Irregular past tense 1) Regularization by adding -ed 2) Substitution of simple non-past 3) Substitution of past participle 5. Past participle incorrect a. Omission of -ed 6. comparative adjective /adverb incorrect a. Use of more + er	A ant A little ant The man feet The bird help man The apple fall downs The bird he save him He calleded He putted the cookie there He fall in the water I been near to him He was call He got up more higher
B.	Syntax 1. Noun Phrase a. Determiners 1) Omission of the article 2) Substitution of definite article for possessive pronoun 3) Use of possessive with the article 4) Use of wrong possessive b. Nominalization	He no go in hole He fall down on the head He put it in the his room The little boy hurt its leg

⁸⁵ Yoseph Tizazu, "A Linguistic Analysis of Errors in Learners' Compositions: The Case of Arba Minch University Students", *International Journal of English Language and Linguistics Research*, Vol. 2, No. 2, pp. 69-101, June 2014, p. 72. Available at: www.ea-journals.org (Accessed on February, 22th 2017).

<ul style="list-style-type: none"> 1) Simple verb used instead of –ing 2) Preposition by omitted c. Number <ul style="list-style-type: none"> 1) Substitution of singulars for plurals 2) Substitution of plurals for singulars d. Use of pronouns <ul style="list-style-type: none"> 1) Omission of the subject pronoun 2) Omission of the “dummy” pronoun it 3) Omission of object pronouns 4) Subject pronoun used as a redundant element 5) Alternating use of pronouns by number as well as gender 6) Use of me as subject e. Use of prepositions <ul style="list-style-type: none"> 1) Omission of preposition 2) Misuse of preposition 2. Verb phrase <ul style="list-style-type: none"> a. Omission of verb <ul style="list-style-type: none"> 1) Omission of main verb 2) Omission of to be b. Use of progressive tense <ul style="list-style-type: none"> 1) Omission of be 2) Replacement of –ing by the simple verb form 3) Substitution of the progressive for the simple past c. Agreement of subject and verb <ul style="list-style-type: none"> 1) Disagreement of subject and verb person 2) Disagreement of subject and number 3) Disagreement of subject and tense 3. Verb-and-verb construction <ul style="list-style-type: none"> a. Embedding of a noun-and-verb construction in another noun-and-verb construction b. Omission of to in identical subject construction c. Omission of to in the verb-and-verb construction d. Attachment of the past marker to the dependent verb 4. Word order 	<p>By to cook it The dove helped him putting leaf on the water</p> <p>He got some leaf He stab him in the feet</p> <p>(he) pinch the man Is nice to help people I don't know (it) in English</p> <p>My brother he go to Mexico So he can eat it (referring to apples) Me forget it</p> <p>He came (to) the water He fell down from (for, on, into?) the water</p> <p>He (fell?) in the water He in the water</p> <p>He going The bird was shake his head Then the man shooting (shot?) with a gun?</p> <p>You be friends The apples was coming down I didn't know what it is</p> <p>I go to play. (I go and I play)</p> <p>I go play</p> <p>I see a bird got the leaf</p> <p>He was going to fell</p>
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	<ul style="list-style-type: none"> a. Repetition of the object b. Adjectival modifiers placed after noun 	<p>The bird (object) he was gonna shoot it He put it inside his house a little round</p>
	<ul style="list-style-type: none"> 5. Some transformations <ul style="list-style-type: none"> a. Negative transformation <ul style="list-style-type: none"> 1) Formation of no or not without the auxiliary do 2) Multiple negation b. Question transformation <ul style="list-style-type: none"> 1) Omission of auxiliary c. There transformation <ul style="list-style-type: none"> 1) Use of is instead of are 2) Omission of there 3) Use of it was instead of there was d. Subordinate clause transformation <ul style="list-style-type: none"> 1) Use of <i>for</i> for so that 2) Use of indicative for conditional 	<p>He not play anymore They won't have no fun How the story helps? There is these hole Is one bird It was round things For the ant could get out So he don't kill the bird.⁸⁶</p>

As explained above, linguistic category taxonomy errors are classified according to both the language component and the particular linguistic constituent the error affects. These taxonomies classify errors according to the language component or linguistic constituent (or both of them) which are affected by the error. In this study, language component is limited to syntax part (agreement of subject and verb) which consisted of final -s/-es errors, singular and plural verb errors, and indefinite errors.

⁸⁶ Heidi Dulay, Marina Burt and Stephen Krashen, *Op.Cit*, pp. 148-150.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

Descriptive qualitative research was employed in this research. According to Auerbach and Silverstein, qualitative research is research that involves analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of a particular phenomenon.¹ Further, Marshall states that qualitative research is an approach to the study of social phenomena; its various genres are naturalistic and interpretative, and they draw on multiple methods of inquiry. Some characteristics of qualitative research are; take places in the natural world, uses multiple methods that are interactive and humanistic, it is emergent rather than prefigured and fundamentally interpretive.²

Therefore, in this research the researcher used descriptive qualitative research to gain description of status of phenomena that appear in the current situation. It meant that the researcher described and analyzed the students' errors. Further, the researcher saw the errors committed by the students, then identified and classified them based on linguistic category taxonomy. This current research was an attempt to portray the

¹ Carl F. Auerbach and Louise B. Silverstein, *Qualitative Data* (New York: New York University Press, 2003), p.1.

² Catherine Marshall, *Designing Qualitative Research* (3rd Ed) (New York: Sage, 1999), pp. 2-3.

present state of students' errors in using subject-verb agreement in their paragraph writing committed by the students of English Education Department of UIN Raden Intan Lampung in the academic year of 2016/2017.

B. Research Subject

Arikunto stated that the population is all subjects of the research.³ In this research, the researcher took the students at the third semester of English Education Study Program of UIN Raden Intan Lampung in the academic year of 2016/2017 as the population. There were six classes as the population, and the total population in this research was 198 students. The total population can be seen from the following table.

Table 3
The Population of the Third Semester Students of English Education Study Program of UIN Raden Intan Lampung in the Academic Year of 2016/ 2017

No	Class	Number of Students
1	A	32
2	B	34
3	C	33
4	D	32
5	E	38
6	F	29
Total		198 Students

(Source: The data of English Education Study Program of UIN Raden Intan Lampung in the academic year of 2016/ 2017)

The researcher chosen the third semester students due to they were mostly considered of having lack of ability in expressing their ideas in written form since they were still freshly graduated from senior high school. As a result, their composition would

³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Pragmatik* (Jakarta: Rineka Cipta, 2006), p. 130.

certain more errors rather than any other compositions written by the students of higher writing classes. In addition, the students at the third semester were still in the early phase of learning so they would be more enthusiastic to learn English and be more open to correct and pay attention to the errors they made. In brief, the final correction of students' errors in writing assisted them in learning and understanding of English.

Furthermore, in conducting the research, then, the researcher determined the sample of the research. McMillan states that the sample can be selected from a large number group of persons, identified as the population, or it can simply refer to the group of subjects from whom data are collected.⁴ In determining the sample of the research, the researcher used purposive sampling technique. Purposive sampling technique is the technique of selecting participants and sites intentionally to learn or understand the central phenomenon.⁵

Moreover, according to Lodico, Spaulding, and Voughtle the logic and power of purposive sampling lies in selecting information - rich cases for study in depth. Information - rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research. The goal of purposive sampling is not to obtain a large and representative sample; the goal is to select persons, places, or things that can provide the richest and most detailed information to help us answer

⁴ McMillan, *Research in Education* (New York: Wesley Longman Inc, 2001), p. 169.

⁵ Jhon, W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research* (Boston: Pearson Education, 2002), p. 205.

our research questions.⁶ Meanwhile, Arikunto states that purposive sampling technique is sampling technique which is done because some causes such as the researcher has particular purpose towards the sample and very limited time and funding.⁷

In determining the sample of the research, the researcher considered some factors. One of the factors was students' average score of paragraph writing subject from each class. The following table showed the students' average score of paragraph writing subject from each class of English Education Study Program of UIN Raden Intan Lampung in the Academic Year of 2016/ 2017.

Table 3.1
The Students' Average Score of Paragraph Writing Subject from each Class of English Education Study Program of UIN Raden Intan Lampung in the Academic Year of 2016/ 2017

No	Class	Number of Students	Average Score
1	A	32	73
2	B	34	70
3	C	33	74
4	D	32	72
5	E	38	76
6	F	29	74

(Source: The Document of English Education Study Program of UIN Raden Intan Lampung in the academic year of 2016/ 2017)

From the table above, it can be said that each class has various average score.

Average score class A is 73, average score class B is 70, average score class C is 74,

⁶ Marguerite G. Lodico, Dean T. Spaulding, and Katherine H. Voughtle, *Methods in Educational Research: From Theory to Practice* (San Fransisco: Jossey Bass, 2010), p.140.

⁷ Suharsimi Arikunto, *Op.Cit*, pp.139-140.

average score class D is 72, average score class E is 76, average score class F is 74. According to the data, the researcher concludes that the average score highest is class class E and the average score lowest is class B. Therefore, the researcher will use class B as a sample of this research because class B has the lowest average score so that it is possible for students to commit errors on their writing. It is appropriate with purposive sampling technique that was already explained. As a result, the sample represented the population, because the students in this class had low average score compared to the other class.

C. Data Collecting Technique

Collecting data is the most important thing in conducting the research. Sugiyono states data collecting technique is the first main step in the research, because the main purpose of the research is to get the data.⁸ In order to know students' errors in using subject-verb agreement, the researcher used documentation to collect the data. Documentation has various form, they are privacy and formal form. There are many kinds of privacy form such as photo, diary, letter's privacy and story from other people. While formal form can be grades of the study, value in the rapport, value in EBTANAS, official letter, also the result of the research.⁹ Thus, the source of analyzing the data in this study through documentation was taken from the students'

⁸ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung, Alfabeta, 2008), p. 308.

⁹ Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing* (Yogyakarta, Graha Ilmu, 2006), p. 249.

writing that were written by the third semester students of English Education Study Program of UIN Raden Intan Lampung in the academic year of 2016/2017.

D. Research Instrument

The key instruments used in this research were the researcher herself and students' writing in the document form. Further, in this research, the researcher became the key instrument in collecting the data. She acted as the planner, data collector, analyst, and finally the reporter of the research findings. It is in accordance with Sugiyono who states that in qualitative research the researcher is the key instrument.¹⁰ In general, because of nature of qualitative research, the researcher has close contact with the process of the research itself. The researcher must decide to what degree she or he will become involved with the participants.¹¹ Hence, the main instruments in this research were the researcher herself and students' writing in the document form.

E. Research Procedure

In conducting the research, the researcher did some steps as part of collecting the data. The procedures of the research were as follows:

1. Asking for permission to the chairperson of English Education Department of UIN Raden Intan Lampung.
2. Consulting to the lecturer of paragraph writing subject at UIN Raden Intan Lampung.

¹⁰ Sugiyono, *Op.Cit*, p. 306.

¹¹ Marguerite G. Lodico, Dean T. Spaulding, and Katherine H. Vought, *Op.Cit*, p. 265.

3. Determining the subject of the research.
4. Collecting the data. The data were taken from the students' writing that written by the third semester students of English Education Study Program of UIN Raden Intan Lampung.
5. Analyzing the data. The researcher analyzed the data by identifying, classifying, explaining, and evaluating the percentage of the data. It is used to count each kind of error in order to find the frequent error.
6. Reporting the data analysis in the research result. The researcher made report of the result from the research.

F. Data Analysis

After gathering the data, the researcher came to do the analysis in order to reach the research questions in this research. In analyzing the data, the researcher used the four steps suggested by Ellis and Barkhuizen, they were collecting a sample of learner language, identifying of errors, classifying of errors, explaining of errors, and evaluating of errors.¹² In this case, the researcher divided the procedures of data analysis including the following steps:

1. Collecting the data from the result of the students' paragraph writing

The researcher collected the students' paragraph writing to be analyzed. They were studied carefully. The researcher tried to determine the data that would be treated, e.g finding subject verb in the students' paragraph writing.

¹² Rod Ellis and Gary Barkhuizen, *Analysing Learner Language* (Oxford: Oxford University Press, 2005), pp. 57-67.

2. Identifying the students' errors

After collecting the students' compositions, the researcher read them fast in order to know the content. She started identifying the sentence which produced an error or errors by underlining every part of the sentence such as word, phrase, clause or even the sentence itself. The researcher identified the students' errors by underlining and giving code for each error. This process was to identify the location of errors in the sentence. Something should be noted, in this step the identification of errors was done since the researcher only wanted to find the incorrect sentences. Afterward, she classified the errors into linguistic category taxonomy. Finally, all error sentences were put in a list in order to make it systematic and easy to analyze.

3. Classifying the students' errors

After identifying the data, the researcher classified the errors based on linguistic category taxonomy. In this way, the researcher determined the types of error that belong to each type of error. Then, the errors that committed by the students were put into the table to find out the number of errors each of the student committed.

4. Explaining the students' errors

This step attempted to explain for how and why the students' errors happen.

5. Calculating the percentage

After classifying the data, then, the researcher calculated the students' errors and made percentage for each error by counting the errors to get the percentage of each

error. In this step, the number of errors was presented in the forms of tables. The following formula was used to count the frequency of errors.¹³

The Formula of Percentage of the Type of Errors

$$P : F/N \times 100\%$$

Where:

P : The presentation of errors

F : The total number of errors

N : The total number of learners' writing

G. Trustworthiness of Data

Moleong states that the trustworthiness of the data covers credibility, dependability, and transferability, and confirmability.¹⁴ In this research, the trustworthiness of the data was gained by using credibility and transferability. Moreover, credibility refers to whether the participants' perceptions of the setting or events match up with the researcher's portrayal of them in the research report.¹⁵ Transferability refers to how well the study will be at work in their own communities with similar process also how well the readers in the researchers site.¹⁶ There were some strategies that used to improve the credibility in qualitative research:

1. Prolonged and meaningful participation in setting

The researcher spend enough time in the setting and take part in meaningful interactions with the participats.

¹³ Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2008), p. 43.

¹⁴ Lexy J. Moleong, *Metode Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2002), p. 173.

¹⁵ Marguerite G. Lodico, Dean T. Spaulding, and Katherine H. Voughtle, *Op.Cit*, p. 273.

¹⁶ *Ibid*, p. 275.

2. Triangulation of multiple data sources

A second aspect of credibility involves checking on whether the researcher's interpretation of the process and interactions in the setting is valid. The researcher collects multiple sources of data to ensure that they had a broad representation of the places and persons studied. The information provided by these different sources should be compared through triangulation to corroborate the researcher's conclusions.

3. Negative case analysis

When negative instances are identified, the researcher should revise the hypothesis or provide an explanation of why the case does not fit.

4. Participant review of interview transcripts

All participants will not share the same perspectives, so transcribed interviews or summaries of the researcher's conclusions are sent to participants for review.

5. Member checks

The researcher uses member checks for transcribed interview.

6. Peer debriefer

A colleague who examines the field note.

7. Attention to voice

Researcher taking an emancipatory-liberatory framework.

8. External Audit

In an external audit, an independent researcher examines all of the data collected in a study with the following questions in mind:

- a. Are the findings grounded in data? Is there a clear connection between each finding and some parts of the data?
- b. Are the themes appropriate to the data? Are all interpretations and conclusions supported by the data?
- c. Have researcher biases been well controlled?¹⁷

In this research, triangulation and peer debriefer were employed to make the data valid. According to Setiyadi, triangulation is the combination of two methods or more in collecting the data about the attitude of the subject of the research, because the attitude of human being is quite complex, the use of single method in collecting the qualitative data is often considered not enough.¹⁸ Furthermore, source triangulation was used in this research. By applying this technique, the researcher expected that the result of this research would be consistent.

¹⁷ *Ibid*, pp. 273-274.

¹⁸ Ag Bambang Setiyadi, *Op. Cit*, p. 214.

CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

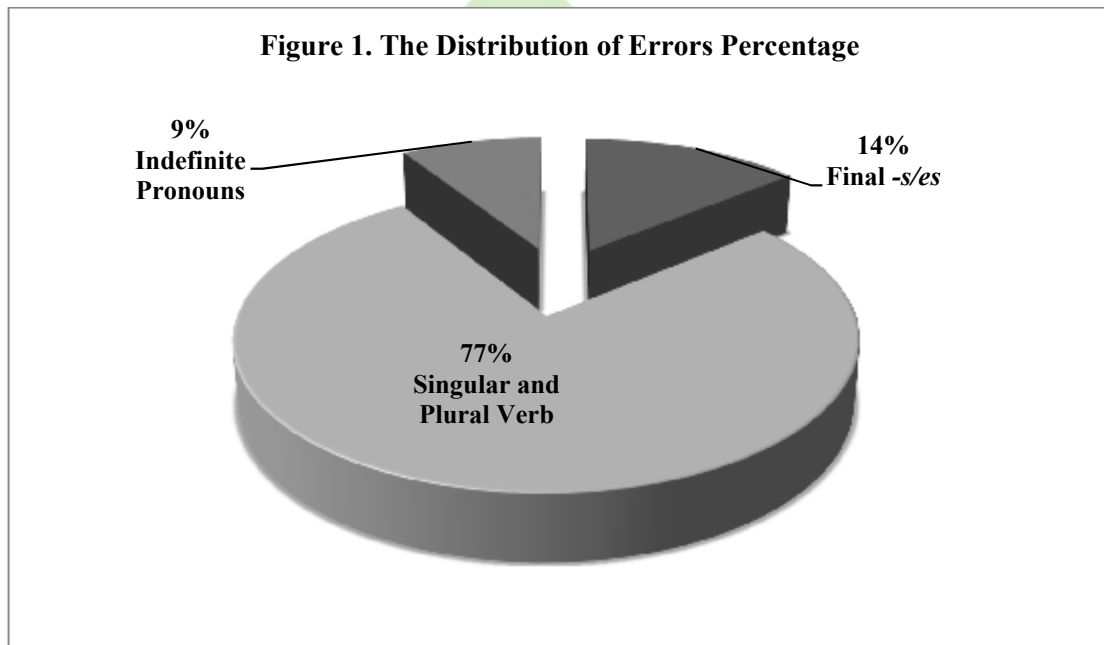
The key instruments used in this research were the researcher herself and students' writing in the document form. In order to know students' errors in using subject-verb agreement, the researcher used documentation to collect the data. The data were taken from the students' writing that written by the third semester students of English Education Study Program of UIN Raden Intan Lampung of class B of paragraph writing subject in the academic year of 2016/2017.

The respondents of the study were 34 students of class B of paragraph writing subject. After the sample was obtained, all errors related to subject-verb agreement were identified. The errors were classified into three categories, they were final *-s/-es* errors, singular and plural verb errors, and indefinite pronouns errors. Those categories were signed by each code to make easier in analyzing the students' errors compositions. They were as follows:

- A : Stands for final *-s/-es* errors
- B : Stands for singular and plural verb errors
- C : Stands for indefinite pronouns errors

1. Errors Categories and their Frequencies

The frequency of errors in each category was calculated and then compared in terms of percentages. Having analyzed the students' writing, the writer found, totally, there were ninety nine errors produced in those compositions which consisted of 14 in final-s/-es errors, 76 errors found in singular and plural verb, and 9 errors committed in indefinite pronouns. The occurrences of the types of error were presented in the following figure below.



The figure indicated the findings of errors produced by the respondents. The findings showed that the respondents produced different number of errors with regards to those types. The majority of the students produced more errors in this case was about singular and plural verb which consisted of 77%. The second type that is commonly

produced in the students' compositions was final *-s/-es* errors presented 14%, then followed 9% for indefinite pronouns errors.

2. The Description of Errors

The data used in this analysis are taken from the writing made by the students of paragraph writing class in the academic year of 2016/2017.

a. Types of the Students' Errors in Using Subject-Verb Agreement in their Paragraph Writing

The following were the several samples of students' errors in using subject-verb agreement in their paragraph writing (final *s/-es* errors, singular and plural verb errors, and indefinite pronoun errors) based on linguistic category taxonomy. Below were presented apparent errors made by the students in using subject-verb agreement in their paragraph writing.

1) Final *-s/-es* Errors

The simple present tense has a specific characteristic. This characteristic can be seen from the form and the use of the simple present itself. Final *-s/-es* errors happened when the students were still confused with adding the letter "s" or the letters "es" at the final or the end of the infinitive but most of the verbs are added by "s". The following table described the students' writing errors regarding with final *-s/-es*.

Table 4
Final –s/-es Errors Found in the Students’ Writing

No	Error Sentences	Correct Sentences
1	My father work as a contractor.	My father works as a contractor.
2	My mother always love me.	My mother always loves me.
4	They always supports me	They always support me.
5	Usually people calls me Nurayu.	Usually people call me Nurayu
6	My father always give best motivation for me.	My father always gives best motivation for me.
7	My mother always love me.	My mother always loves me.
8	On holiday, she cook special cake.	On holiday, she cooks special cake.
9	She work at home.	She works at home.
10	My family always say that I should be a good woman.	My family always says that I should be a good woman.
11	My father work as a contractor.	My father works as a contractor.
	I think English become very important one day.	I think English becomes very important one day.
12	I also join (English club) I learn many things from connect. They teaches me how speak fluently.	I also join (English club) I learn many things from connect. They teach me how to speak fluently.
13	Some people calls me Nur.	Some people call me Nur.
14	I have one brother and no sister, his name is Rian Tasaka, people who always makes my blood go up.	I have one brother and no sister, his name is Rian Tasaka, someone who always makes my blood goes up.

In this case, problems occurred in the present tense because one must add an -s or -es at the end of the verb when the subjects or the entity performing the action is a singular third person: *he, she, it*, or words for which these pronouns could substitute. Other forms, do not take inflection.

The subtype cases after checking students’ writing were failure to attach –s and wrong attachment of –s. The rule of a third person singular inflection in English caused confusion among students. Thus the third person singular marker in English is

often omitted by the students. Dealing with subject and verb person errors, there were two cases that found in the students' writing, they were failure to attach *-s* and wrong attachment of *-s* as shown in the sentences below:

1) *She **work** at home.*

For the first sentence that written by the students showed the subject '*she*' belongs to the third person singular. Consequently, it needs singular verb as well to make agree the status of the subject. This means that a singular subject must be matched with a singular verb form. The correct sentence should be '*She **works** at home*'.

Another case did by the students was wrong attachment of *-s*. As showed in the following example:

2) *They always **supports** me.*

There was a case where the third person singular inflection is used in verbs that occur with other subjects, especially with the third person pronoun '*they*'. In the sentence above, the subject '*they*' followed by the verb '*support*' was wrong attachment due to the rule of the English language states that 3rd person singular *-s* is added to a verb when the subject is 3rd person (He, She or It). The correct sentence should be '*they always support me*'.

2) Singular and Plural Verb Errors

This category is the most committed errors found in the paragraph writing written by the students. One of the most common grammar errors in writing is failing to make the subjects and verbs agree. The subject is the person, place or thing or idea doing

the action; the verb is the action.¹ Since subjects and verbs are the meat and potatoes of sentences, understanding and improving the connection between the two can dramatically clarify writing. Below were presented singular and plural verb errors found in the students' writing.

Table 4.1
Singular and Plural Verb Errors Found in the Students' Writing

No	Error Sentences	Correct Sentences
1	So I always try to study it by myself although it difficult.	So I always try to study it by myself although it is difficult.
2	My hobby is reading, travelling, watching movie, and writing.	My hobbies are reading, travelling, watching movie, and writing.
3	My favorite food sate and my favorite drink white water.	My favorite is food sate and my favorite drink is white water.
4	My father's name Wasimin and my mother's name Arwati.	My father's name is Wasimin and my mother's name is Arwati.
5	My hobby is playing music and futsal.	My hobbies are playing music and futsal.
6	I'm come from Talang Padang Tanggamus.	I come from Talang Padang Tanggamus.
7	My hobby is reading, playing phone.	My hobbies are reading, playing phone.
8	My dream teacher.	My dream is to be teacher.
9	My mother name's Mainah, My father's name Heri Yusno and my brother's name Fitre Yusno.	My mother name's is Mainah, My father's name is Heri Yusno and my brother's name is Fitra Yusno.
10	I am graduated from TK Darma Wanita.	I graduated from TK Darma Wanita.
11	My father;s name M. Ariadi Chandra and my mother's name Meliyana.	My father;s name is M. Ariadi Chandra and my mother's name is Meliyana. Vivi
12	I have one brother his name M. Raditya Nugraha.	I have one brother his name is M. Raditya Nugraha.
13	My mom as a housewife.	My mom is as a housewife.
14	My hobby is singing and playing music.	My hobbies are singing and playing

¹ Mahsa Hariri, "Subject, Verb, and Pronoun Agreement". (Online) Available at: http://www.lonestar.edu/departments/learningcenter/subject_verb_agreement_handout.pdf (Accessed on August, 6th 2017)

		music.
15	That's why I very interested in learning English.	That's why I am very interested in learning English.
16	I think the most hobby that I often do it's all about football.	I think the most hobby that I often do is all about football.
17	I have one sister, her name Nabiha.	I have one sister, her name is Nabiha.
18	My father a businessman and my mother a housewife.	My father is a businessman and my mother is a housewife.
19	Actually I am come from another cities Liwa West Lampung.	Actually I come from another city Liwa West Lampung.
20	My sister's name Vina Safira Damayanti.	My sister's name is Vina Safira Damayanti.
21	My parents name is Banaji and Ambar.	My parents' names are Banaji and Ambar.
22	I have to say something about myself. Something it is hard to introduce myself.	I have to say something about myself. Something is hard to introduce myself.
23	I very difficult to understand it.	I am very difficult to understand it.
24	I a person who is positive about every aspects of life.	I am a person who is positive about every aspects of life.
25	They are supported me.	They support me. Nurlaila
26	My dream is become English teacher.	My dream is to be English teacher/ My dream becomes English teacher.
27	My full name Nurul Afrianti and my nickname Nurul.	My full name is Nurul Afrianti and my nickname is Nurul. nurul
28	I from East Lampung.	I am from East Lampung.
29	My hobbies is eating, watching, listening, and swimming.	My hobbies are eating, watching, listening, and swimming.
30	But I am very love him.	But I do love him. rio
31	My nickname Luthfi.	My nickname is Luthfi.
32	My mother's name Ade Yam-Yam Sulyami and my father's name Tri Haryanto.	My mother's name is Ade Yam-Yam Sulyami and my father's name is Tri Haryanto.
33	I very happy has parents like them.	I am very happy in having parents like them.
34	They very kind person and royal.	They are very kind person and royal.
35	My hobby is reading and singing.	My hobbies are reading and singing.
36	Although my voice not too good.	Although my voice is not too good.
37	My favorite book romance novel.	My favorite book is romance novel.
38	I like children. They very funny and cute.	I like children. They are very funny and cute.

39	My father a farmer and my mother a farmer.	My father is a farmer and my mother is a farmer.
40	My family very noble	My family is very noble
41	Her body same with my father.	Her body is same as my father. Mika
42	My hobby is fishing, watching, and travelling.	My hobbies are fishing, watching, and travelling.
43	I am come from Center Lampung.	I come from Center Lampung.
44	My major English education.	My major is English education.
45	My dream to be lecturer.	My dream is to be lecturer.
46	My hobby is reading and listening music.	My hobbies are reading and listening music.
47	Now, I third semester.	Now, I am third semester.
48	I love my family. They are always support me and care about me.	I love my family. They always support me and care about me.
49	Because I really interesting about the politic obviously at the international relations.	Because I am really interesting about the politic obviously at the international relations.
50	My hobby is reading novel, listening to music, and travelling.	My hobbies are reading novel, listening to music, and travelling.
51	I have amazing parents because they are always give me all about my needed.	I have amazing parents because they always give me all about my needed. Shanty.
52	My dream to be teacher.	My dream is to be teacher.
53	They are very care about me.	They very care about me.
54	We are usually tell each other.	We usually tell each other.
55	My hobby is watching Korean drama and watching TV.	My hobbies are watching Korean drama and watching TV.
56	I'm have simple family.	I have simple family.
57	I have a father very handsome.	I have a father. He is very handsome.
58	I know they are very love me.	I know they love me.
59	They are always give me support.	They always give me support.
60	And now, I studied at IAIN Raden Intan Lampung	And now, I am studying at IAIN Raden Intan Lampung
61	I graduate from TK Darma Wanita, SDN 1, Kedaloman, SMPN 1 Gisting, SMAN 1 Talang Padang.	I graduated from TK Darma Wanita, SDN 1, Kedaloman, SMPN 1 Gisting, SMAN 1 Talang Padang.
62	Right now, I'm study of English Education Study Program at IAIN Raden Intan Lampung.	Right now, I'm studying of English Education Study Program at IAIN Raden Intan Lampung.
63	I'm graduate from vocabulary high school one Liwa.	I graduated from vocabulary high school one Liwa.

64	Now I study in UIN Lampung.	Now I am studying in UIN Lampung.
65	I lived in Karimun Jawa Street, Griya Sukarame Residence Blok F5 No 19.	I live in Karimun Jawa Street, Griya Sukarame Residence Blok F5 No 19.
66	Now, I studied at IAIN RIL.	Now, I am studying at IAIN RIL.
67	I was the first child of two children.	I am the first child of two children.
68	I ever won third winner in Solo song last year.	I had ever won third winner in Solo song last year.
69	My sister still study now.	My sister is still studying now.
70	I always happy when I was watching Korean drama.	I am always happy when I was watching Korean drama.
71	I born at Grobogan on July 7 th 1997.	I was born at Grobogan on July 7 th 1997.
72	My parents moves from Grobogan of Central Java to West Lampung since 2005.	My parents moved from Grobogan of Central Java to West Lampung since 2005.
73	I come from West Lampung and I been there for 16 years.	I come from West Lampung and I have been there for 16 years.
74	I am graduated from MAN 1 Lampung Timur.	I graduated from MAN 1 Lampung Timur.
75	Now I study in IAIN Raden Intan Lampung majoring in English Department.	Now I am studying in IAIN Raden Intan Lampung majoring in English Department.
76	Now, I am study at State Institute of Islamic Studies.	Now, I am studying at State Institute of Islamic Studies.

There were four sorts of errors which related to singular and plural verb made by the students. First, many students constructed sentences with no verbs. The omission of the main verb '*be*' is one of the most common errors committed by many students when writing in English. From the data, it is discernible that many students tend to leave out altogether main verb '*be*' in their writing.

The first subtype occurred as the main verb '*be*' is left out as seen in the following examples.

1) *My major English Education Study Program.*

2) *He clever to draw and design house, hospital, building etc*

There were some students forgot to use *to be* in their sentences. In the utterances given linking verbs '*is*' is left out; therefore, there is no connection between the subjects and the predicates in each of the following sentences. Suggested corrections for sentences above were '*My major is English Education Study Program*' and '*He is clever to draw and design house, hospital etc*'.

The second subtype committed as the auxiliary verb added as sentences given below:

1) *They **are** always give me support when I feel tired.*

English uses a compound verb to mark grammatical information, such as passive, progressive, perfective, future, interrogation, negation (in statements), etc. In the sentence given above, the auxiliary verbs are used, but they convey none of the above functions. The occurrence of the verb to be '*are*' is wrong primarily and secondly it adds nothing to the meaning of the sentence. The correct sentence should be '*They always give me support when I feel tired*'. See also the following examples:

2) *I really like watching Korean drama because it **is** make me forget about my problems.*

3) *I have amazing parents because they **are** always give me all about my needed.*

Both of the sentences above, the auxiliary verbs are used, however they conveyed none of the functions. In each of the sentences, there were two clauses that are joined

with the adverb connector. The connector **because** came in the middle of the sentences.

As explained by Philips, when the connector comes in the middle of the sentence, then, the form is:

S	V	adverb connector	S	V
---	---	------------------	---	---

In the sentences above *I really like watching Korean drama **because** it is make me forget about my problems* , *I have amazing parents **because** they are always give me all about my needed*. After the connector, clause should be followed by subject and verb. Both sentences were auxiliary verb added. Furthermore, they already had the verbs; 'make' and 'give'. It meant that auxiliary verbs 'is' and 'are' had no function at all. The correct sentence should be '*I really like watching Korean drama because it makes me forget about my problems*' and '*I have amazing parents because they always give me all about my needed*'.

The third subtype committed agreeing the verbs with the subject and agreeing the subject with the complement. Below an example of the error constructed by the student:

1) *My hobby is reading novel and listening to music.*

The students were still confused with the use of matching the plural noun or subject with plural verb and associating the singular noun or subject with the singular verb.

This case almost happened in the students writing. They are not certain how to use the singular or plural verbs in constructing sentences. It could be seen from one of the students' sentences errors above. Paying attention to the complement in the sentence '*reading and singing*' meant more than one hobby and could be understood as plural form. The correct sentence should be '***my hobbies are reading and singing***'.

The last subtype case was about agreeing subject and tense. Tense is a grammatical category referring to the time of the situation; the tense is indicated by the form of the verb.² When writing a sentence, it is important to think about when the action in the statement occurred. Yet, many students still made errors when they stated their utterances as given in the following example.

1) And now, I studied at IAIN Raden Intan Lampung.

The verb 'studied' is past tense because it happened in the past. Yet, the event is happening because of the time signal 'now' that described as present continuous tense. The correct sentence should be '*And now, **I am studying** at IAIN Raden Intan Lampung*'.

3). Indefinite Pronouns Errors

Indefinite pronouns can be singular, plural either singular or plural depending on the situation. When indefinite words with a singular meaning such as 'each', 'every' and 'another' are the subject word and when they precede the subject word, they take a

² Sidney Greenbaum and Gerald Nelson, *An Introduction to English Grammar* (2nd Ed) (London: Pearson Education, 2002), p. 55.

singular verb. Several indefinite pronouns (none, all, some, any) and the fractions may be either singular or plural. If they refer to one thing, they take a singular verb. If they refer to more than one person or thing, they take a plural verb. The following table displayed indefinite pronouns errors found in the students' writing

Table 4.2
Indefinite Pronouns Errors Found in the Students' Writing

No	Error Sentences	Correct Sentences
1	And everyone usually call me El.	And everyone usually calls me El.
2	Someone tell me that I am a kind person	Someone tells me that I am a kind person
3	Nobody know that we have a great relationship like sibling.	Nobody knows that we have a great relationship like sibling.
4	Every moments we spend together are very enjoyable.	Every moment we spend together is very enjoyable.
5	Everyone call me Vivi.	Everyone calls me Vivi.
6	Everyone call me Resli or Luzen.	Everyone calls me Resli or Luzen.
7	There are many thing I like to do.	There are many things I like to do.
8	Every dreams will have a way so I never give up.	Every dream will have a way so I never give up.
9	I have one brother and no sister, his name is Rian Tasaka, people who always makes me happy.	I have one brother and no sister, his name is Rian Tasaka, someone who always makes me happy.

However, many students still committed errors dealing with indefinite pronouns. As showed in the following sentences below:

1) Everyone usually call me El.

One of the indefinite pronouns used by the students in their writing was 'everyone'.

'Everyone' agrees with a singular subject, as a result the verb should be followed by

singular verb as well. However, the students preferred to replace the verb using plural verb. Suggested correction was '*everyone usually **calls** me El*'.

2) *Every moments we spend together are very enjoyable.*

In one case, '*every*' is used before a plural noun as it is seen in the sentence above. The indefinite pronoun '*every*' agrees with a singular noun followed by singular verb. However, as the context requires a plural noun. The verb of the sentence '*are*' was inappropriate with the indefinite pronoun '*every*'. The correction would be '*Every moment we spend together is very enjoyable*'.

Another example:

3) *I have one brother. His name is Rian Tasaka, people who always makes me happy.*

The sentence above can be included as an adjective clause. An adjective clause is a clause that describes a noun. The word '*Rian Tasaka*' was a noun and described as singular person. Therefore, the appropriate indefinite pronoun that should be used in the sentence is '**someone**'. Suggested correction was '*I have one brother. His name is Rian Tasaka, someone who always makes me happy*'. The result of subject-verb agreement errors by the students is displayed in the table below.

Table 4.3
The Clasification of Errors Committed by each Student

No	Sample	Kinds of Errors			Total Error
		A	B	C	
1	R1	1	3	1	5
2	R2	2	2	1	5
3	R3	1	2	-	3
4	R4	-	1	1	2
5	R5	-	3	-	3
6	R6	2	2	-	4
7	R7	-	2	2	4
8	R8	-	4	-	4
9	R9	1	2	-	3
10	R10	-	2	1	3
11	R11	-	2	-	2
12	R12	-	2	-	2
13	R13	1	1	-	2
14	R14	-	3	-	3
15	R15	-	2	-	2
16	R16	1	1	-	2
17	R17	-	1	1	2
18	R18	-	2	-	2
19	R19	1	2	-	3
20	R20	-	3	-	3
21	R21	1	2	1	4
22	R22	-	2	-	2
23	R23	1	2	1	4
24	R24	-	2	-	2
25	R25	-	3	-	3
26	R26	-	3	-	3
27	R27	1	4	-	5
28	R28	-	1		1
29	R29	-	3	-	3
30	R30	1	2	-	3
31	R31	-	2	-	2
32	R32	-	3	-	3
33	R33	-	3	-	3
34	R34	-	2		2
Σ Error		14	76	9	99

Explanation:

- A : Final –s/-es
 B : Singular and Plural Verb
 C : Indefinite Pronouns
 Σ Error : The total number of students' errors

b. Percentage of Students' Errors in Using Subject-Verb Agreement

After obtaining the data from the documentation, then the researcher identified the errors and classified them based on linguistic category taxonomy. They were final –s/-es, singular and plural verb, and indefinite pronouns. Then, the researcher determined the percentage of them. After counting the whole of data, then found that the total number of errors was 99 items and the percentage for each type was 14% for final –s/-es, 77% for singular and plural verb, and 9% for indefinite pronouns. To be clearer, the conclusion can be seen in the following table below:

Table 4.4
The Proportions of Students' Errors in Using Subject-Verb Agreement in their Paragraph Writing

No	Kinds of Errors	Frequency	Percentage
1	Final –s/-es	14	14%
2	Singular and Plural Verb	76	77%
3	Indefinite Pronouns	9	9%
Total		99	100%

B. Discussion

The objectives of this research were to find out the type of subject-verb agreement error that the students make in their paragraph writing based on the linguistic category taxonomy and to find out the proportion (percentage) of errors that the students make in using subject-verb agreement in their paragraph writing based on the linguistic category taxonomy.

Based on the result of the research, after the researcher identified the errors and classified them based on linguistic category taxonomy included: final –s/-es, singular and plural verb, and indefinite pronouns. Then the researcher determined the frequency and percentage of them.

The researcher found that the highest frequency of errors made by students is singular and plural verb with 76 items or 77%. There were four sorts of errors committed by the students. First, many students constructed sentences with no verbs. For instance: *My major English Education Study Program*. In the utterances given linking verbs ‘*is*’ is left out; therefore, there is no connection between the subjects and the predicates in each of the following sentences. It should be *My major is English Education Study Program*.

The second subtype committed as the auxiliary verb added as sentences given: *They are always give me support when I feel tired*. The occurrence of the verb to be ‘*are*’ is

wrong primarily and secondly it adds nothing to the meaning of the sentence. The correct sentence should be '*They always give me support when I feel tired*'.

Final *-s/-es* error is the second most committed errors found in the paragraph writing written by the students. This case had 14 items or 14%. The committed error types by the students were failure to attach *-s* and wrong attachment of *-s* as showed in the sentences: *She **work** at home*. Subject '*she*' belongs to the third person singular. Consequently, it needs singular verb as well to make agree the status of the subject. This means that a singular subject must be matched with a singular verb form. The correct sentence should be '*She **works** at home*'.

Another case did by the students is wrong attachment of *-s*. It happened when they added *-s* that should not be attached in the utterances. As given in the following example: *but sometimes they **calls** me Balqis*. In the sentence, the subject '*they*' followed by the verb '*calls*' was wrong attachment due to the rule of the English language states that 3rd person singular *-s* is added to a verb when the subject is 3rd person (He, She or It). The correct sentence should be '*but sometimes they **call** me Balqis*'.

1) *My hobby is reading novel and listening to music.*

It could be seen from one of the students' sentences errors above. Paying attention to the complement in the sentence '*reading and singing*' meant more than one hobby

and could be understood as plural form. The correct sentence should be '*my hobbies are reading and singing*'.

The last is indefinite pronoun error. The students produced 9 items or 9%. Many students still committed errors dealing with indefinite pronouns As given in the following examples: '*Everyone usually call me El*'. One of the indefinite pronouns used by the students in their writing was '*everyone*'. 'Everyone' agrees with a singular subject, as a result the verb should be followed by singular verb as well. However, the students preferred to replace the verb using plural verb. Suggested correction was '*everyone usually **calls** me El*'.

The findings of this study showed that some students' paragraph writing had few errors, which implied a considerably good mastery of the English Grammar. On the other hand, some compositions showed relatively more frequent occurrence of errors. This phenomenon was not an indication of a bad performance of students because learning is marked by full of mistakes and errors that implied the great effort of students to learn indeed. As also stated by The Almighty God, Allah SWT, in Al-Qur'an chapter An-Nahl verse 119 as follows:

تُمْ إِنَّ رَبَّكَ لِلَّذِينَ عَمِلُوا السُّوءَ بِجَهَالَةٍ ثُمَّ تَابُوا مِنْ بَعْدِ ذَلِكَ وَأَصْلَحُوا إِنَّ رَبَّكَ مِنْ بَعْدِهَا لَغَفُورٌ رَحِيمٌ

"Then lo! thy Lord – for those who do evil in ignorance and afterward repent and amend – lo! (for them) thy Lord is afterward indeed Forgiving, Merciful".

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presented the outcomes of the study which consist of conclusions and suggestions. After collecting the data and analyzing the result of the research, the researcher drew some conclusions and suggestions in an error analysis in using subject-verb agreement in the students' paragraph writing based on linguistic category taxonomy.

A. Conclusion

Based on the data analysis of students' writing errors in using subject-verb agreement in paragraph writing at the third semester of class B of paragraph writing subject, the researcher made out the conclusions about the students' writing errors in using subject-verb agreement as follows:

1. The types of errors that the students made in using subject-verb agreement in their paragraph writing at the third semester of class B of paragraph writing subject of English Education Study Program of UIN Raden Intan Lampung were final –s/-es, singular and plural verb, and indefinite pronouns. Type of subject-verb agreement errors mostly made by the students in writing paragraph was singular and plural verb.

2. The total number of errors committed by the students was 99 items. The proportions (frequency and percentage) of the students' errors in using subject-verb agreement in their paragraph writing based on linguistic category taxonomy were as follows:

- a. The number of final *-s/-es* error was 14 items, the percentage was 14%.
- b. The number of singular and plural verb errors was 76 items, the percentage was 77%.
- c. The number of indefinite pronouns errors was 9 items, the percentage was 9%.

From the whole of data, it can be concluded that the highest percentage was singular and plural verb and the lowest committed subject-verb agreement error was about indefinite pronouns.

B. Suggestion

Based on the finding of the research, the researcher would like to propose some suggestions:

1. Suggestions for the Lecturer

After conducting the research and getting the result, the researcher would like to suggest the lecturer, especially paragraph writing lecturer as follows:

- a. To give more chances to the student to take part in the teaching learning process, so the students can be more active and enjoyable in the classroom activity.

- b. The errors made by the students in using subject-verb agreement in their paragraph writing should be corrected and informed by the lecturer in discussion as the follow up in the teaching process, therefore the students know how to to construct grammatically correct sentences.
- c. The researcher suggested that all lecturers to use the most appropriate technique in teaching writing. Since the students are prepared to be English teachers, they should have a good competence in all language skills in order to be good English teachers.
- d. The researcher also suggested the lecturer to return the students' correction papers as this will make them know in what aspects of the language they make errors and they will know the correct from of the language. It is expected that they will not make the same errors in the future.

2. Suggestions for the Students

After conducting the research and getting the result, the researcher would like to suggest the students, especially in paragraph writing subject as follows:

- a. To learn English by reading more materials in order to improve their English grammatical ability.

- b. To practice writing to improve their writing ability, especially their paragraph writing ability.
- b. To do more exercises in learning subject-verb agreement and be active to ask the lecturers or friends by means of using different activities such as group work, pair work, etc, so as to help them internalize the rules.

3. Suggestions for the next Researcher

- a. For the other researchers, they may do some studies about subject-verb agreement in relation to other skills like listening, speaking, and reading and may compare subject-verb agreement in Arabic and English Languages.
- b. This research study is expected that the result of the study can give an informative input to other researchers who want to conduct similar research. The researcher believed that there are still many phenomena that can be revealed in this research study. The researcher expected that the other researchers are able to find out other solutions of those problems.

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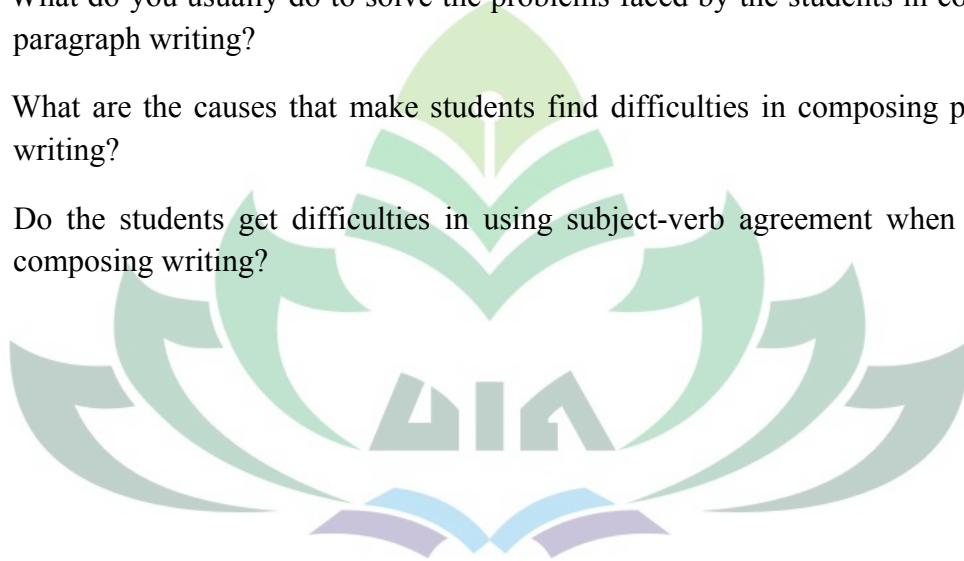
Appendix 1

NAME OF STUDENTS OF SAMPLE CLASS

NO	NAME OF STUDENTS	NPM
1	LUTFIYAH SALSABILAH	1511040076
2	LUTHFI NUR UBAY	1511040077
3	MAYA ANDRIANI	1511040082
4	MERIN SILVIA	1511040085
5	MIA CHAIRUNNISA	1511040086
6	MIKA AZI PANGESTU	1511040087
7	MUHAMAD GABRIEL MIOLO	1511040090
8	MUHAMMAD ALI MARZA DINATA	1511040091
9	MUJI SRIASIH	1511040093
10	NUR LAILA	1511040099
11	NUR SAPNA HARAHAH	1511040100
12	NURAYU PRELIA PUTRI	1511040102
13	NURUL AFRIANTI	1511040103
14	PONGGO INDIRA NUSA PRINGGA	1511040107
15	PUTRI AYU IMAYATUL UTAMI	1511040109
16	PUTRI ELBALQIS	1511040110
17	RADIAH MASSYTOH	1511040370
18	RANI DWI AKSARI	1511040117
19	RANI PUSPITA DEWI	1511040118
20	RATIH PREZILIA	1511040119
21	RENTY HIDAYAH	1511040122
22	RESLIANA LUZEN	1511040124
23	RESTY RAHMAWATI	1511040125
24	RETNO PUJI ASTUTI	1511040126
25	RIO RINTAMA	1511040133
26	RISMALA DEWI	1511040134
27	RIYANDI SAPUTRA	1511040135
28	ROBIATUL ADAWIYAH	1511040136
29	ROYAN ARIF AL IKHSAN	1511040138
30	SEPTI WIJAYANTI	1511040141
31	SHANTI OKTAVIA	1511040142
32	SITI FATIMAH ZAHROH	1511040147
33	SITI MASFUFAH	1511040148
34	VEY EYENDI MARSOLIAN	1511040392

APPENDIX 2**INTERVIEW GUIDELINE FOR LECTURER**

1. Would you like to tell me your experience in teaching writing?
2. Do you find difficulties in teaching paragraph writing?
3. What are the problems that usually made by the students in making paragraph writing?
4. What do you usually do to solve the problems faced by the students in composing paragraph writing?
5. What are the causes that make students find difficulties in composing paragraph writing?
6. Do the students get difficulties in using subject-verb agreement when they are composing writing?



Appendix 3

RESULT OF INTERVIEW

Name of Paragraph Writing Lecturer : Nur Syamsiah, M.Pd
Day /date /year : Tuesday, January 14th 2017
Place : Lecturer's room

No	Questions	Answers	Conclusion
1	Would you like to tell me your experience in teaching writing?	Teaching writing is a challenged activity. Because as we know writing is the most difficult skill. One of my experiences in teaching writing is using writing process. This technique can help the students to gather their ideas.	It showed that writing is difficult subject to be taught. The lecturer used a technique to solve the problem appeared.
2	Do you find in difficulties in teaching paragraph writing?	Yes, sometimes I found that. The difficulty in teaching paragraph writing is when I did not have any idea. Besides as the writing lecturer, mastering grammar and having much idea is very important.	It showed that corrected grammar and idea are very important not only in composing writing but also in teaching writing.
3	What problems that are usually made by the students in making paragraph writing?	Generally, students' writing was still low. There were some problems that make students found difficulties to produce their writing; such as they got difficulties to explore their ideas,	It showed that the students still find difficulties in writing. One of the difficulties of their writing is grammar.

		they did not understand the usage of grammar deeply, so their writing was full of errors. The aspects of writing were not often considered by the students also.	
4	What do you usually do to solve the problems faced by the students in composing paragraph writing?	<p>In teaching by using writing process, there are some steps that should be done by the students. They are;</p> <ol style="list-style-type: none"> 1. Planning, I asked the students to explore their ideas about the topic without thinking correct or not. 2. Drafting, I asked the students to make a paragraph based on the ideas they have in planning activity. In this step, the students do not to be worry whether their writing is full of mistakes. 3. Editing, I explained first to the students about the grammar should be used. After that, I asked the students to switch their work to their friend. And then, I asked the students to correct their friend's work based on the grammar explained. 4. Revising/redrafting, in this 	It showed that the lecturer used a writing process approach in order to help students in having good product of writing.

		activity, the students will be asked to rewrite their work after getting correction.	
5	What are the causes that make students find difficulties in composing paragraph writing?	The students got difficulties in composing their writing because they had lack of information and knowledge. Besides, the students were also afraid to write because they were afraid to do mistakes in using grammar.	It showed that the students get difficulties because they have lack of information that make them confuse in gathering the idea and have lack of grammar.
6	Do the students get difficulties in using subject-verb agreement when they are composing writing?	Yes, some students still found difficulties in using subject-verb agreement. The cause that make it happened was because the students cannot differ verbal and nominal. They also still found difficulties in using singular and plural subject.	It showed that subject-verb agreement still become the problem faced by the students when they are trying to apply it on they writing.

Appendix 4

INTERVIEW GUIDELINE FOR STUDENTS

1. What do you think about English?
2. Why are you learning English?
3. How do you usually study English?
4. What do you do to improve your English skill?
5. Do you think learning English difficult? Why?
6. From four skills of English (Listening, Speaking, Reading, and Writing) which become the most difficult? Why?
7. Do you like writing?
8. What do you usually write on your writing?
9. Do you like writing by using English?
10. How often do you write English paragraph/text a week?
11. Do you think writing English difficult?
12. What makes you usually difficult in writing?
13. How do you solve the problems you face on your writing?
14. Do you think grammar is difficult?
15. What makes grammar difficult when you are writing?
16. Do you find difficulties in using subject-verb-agreement on your writing? Why?

Appendix 5

Sample of Students' Answers (Nurul Afrianti)

1. I think English is a foreign language that should be learnt. It is because English is an international language.
2. I learn English because it is an international language. I want to go around the world, so that I must know English well.
3. I usually study English in the school. Besides, I also learn English by playing game, watching English movie, and listening to English song.
4. Actually I seldom try to improve my English because I seldom practice my English. But, I get my English improvement by playing game or listening to English song.
5. Yes, learning English is very difficult. It is because I am confuse about grammar.
6. I think speaking is difficult, because I have little vocabulary and grammar. So that I confuse to speak English.
7. I like, but not really like.
8. I usually write when I want to post a status on facebook or Instagram.
9. Sometimes I like writing English, especially when I am making a status on facebook.
10. I often make a status on facebook or a story on Instagram by using English almost every day.
11. Yes, it is difficult because we must write English with correct grammar.
12. Grammar and idea. I have to use the correct grammar when I am writing and explore my idea too. It is difficult to me in using the correct grammar.
13. I sometimes use dictionary when I do not know the English words.
14. Yes, grammar is very difficult. Grammar has many rules.
15. I don't really know about tenses, all about grammar is confusing.
16. Yes, it is quite difficult. I sometime confuse in using subject verb agreement, especially when the verb should add s/es or not. Not only that, I also still confuse to differ nominal and verbal sentence, so I often do mistakes in subject verb agreement.

Sample of Students' Answers (Nurlaila)

1. English is important language that must mastered by many people because English is an international language.
2. Because I am interested in learning English, I want to improve my English skill, so I learn English.
3. I'm reading the English book although I don't know the meaning and I also learn in the class in my collage.
4. I am watching film and do my assignment.
5. Sometimes I think learning English easy (when my lecturer convey the material clearly and simply). Sometimes also difficult (when my lecturer convey the material not clearly).
Because none my friends in my boarding house wanna speak English with me. It make me forget the vocabulary.
6. Writing. Writing is difficult. Because it should have the correct punctuation, grammar, spelling also.
7. No, I don't.
8. About myself and my family.
9. Sometimes.
10. One/week. When many assignment I get automatically I often writing.
11. Yes, I do.
12. Formal writing must concern the grammatical features, while I'm not really master the grammar.
13. I consult my writing to my friend that I think can/master/ more smart than me. And I try to revise my writing.
14. Yes, I do. grammar is very difficult I think. It is so complex.
15. Because grammar have many rules.
16. Yes, I do. when I have to put the correct subject followed by the correct verb. I am confused about that.

Sample of Students' Answers (Ponggo Indira Nusa Pringga)

1. English is one international language that is often used by many people in the world. Nowadays, in modern era, English is used in many sector such as education, trade, etc. so I think English is very important for our live.
2. I learn English for facing modern era. So I can compete with other people.
3. I usually practice English with practicing speaking English and watching video about English.
4. I try to practice speaking English in daily activity and reading many books about English such as grammar and writing book.
5. For me learning English sometimes is difficult. Because when learning English, we should focus on it. If we do not focus what we learn, it will be difficult.
6. Writing is the most difficult skill. in writing we should (very very very) focus. Because we not only must find ideas for our writing but also must attention to our grammar.
7. I like writing, but sometimes it makes me dizzy.
8. I usually write about my experience in my daily life.
9. Yes I like writing by using English. Because it can train my ability in English.
10. I just write what I want to write. so for a week I can write three-five times a week even I don't anything a week.
11. Yes writing is difficult.
12. To get ideas and to decide grammar is difficult when writing English.
13. I try to open book if I am confusing about grammar.
14. Yes grammar is little bit difficult
15. When writing I am difficult to decide what should I use like noun, adverb, adjective, even tenses.
16. Yes sometimes I found it. I usually confused where I should place subject or verb. Sometimes if the subject she, he, it, the verb should be added by *s/es*. Sometimes I don't know which the verb should be added by *s/es*. I get difficult in understanding subject-verb agreement.

Appendix 6

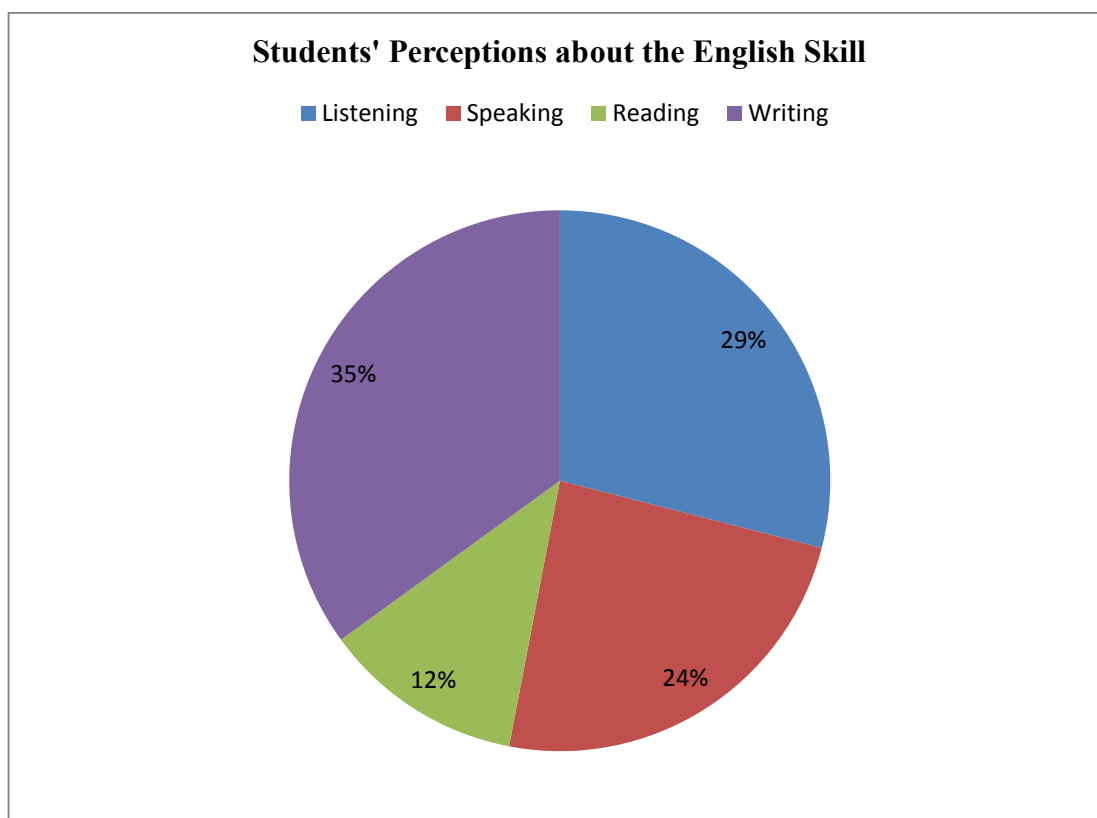
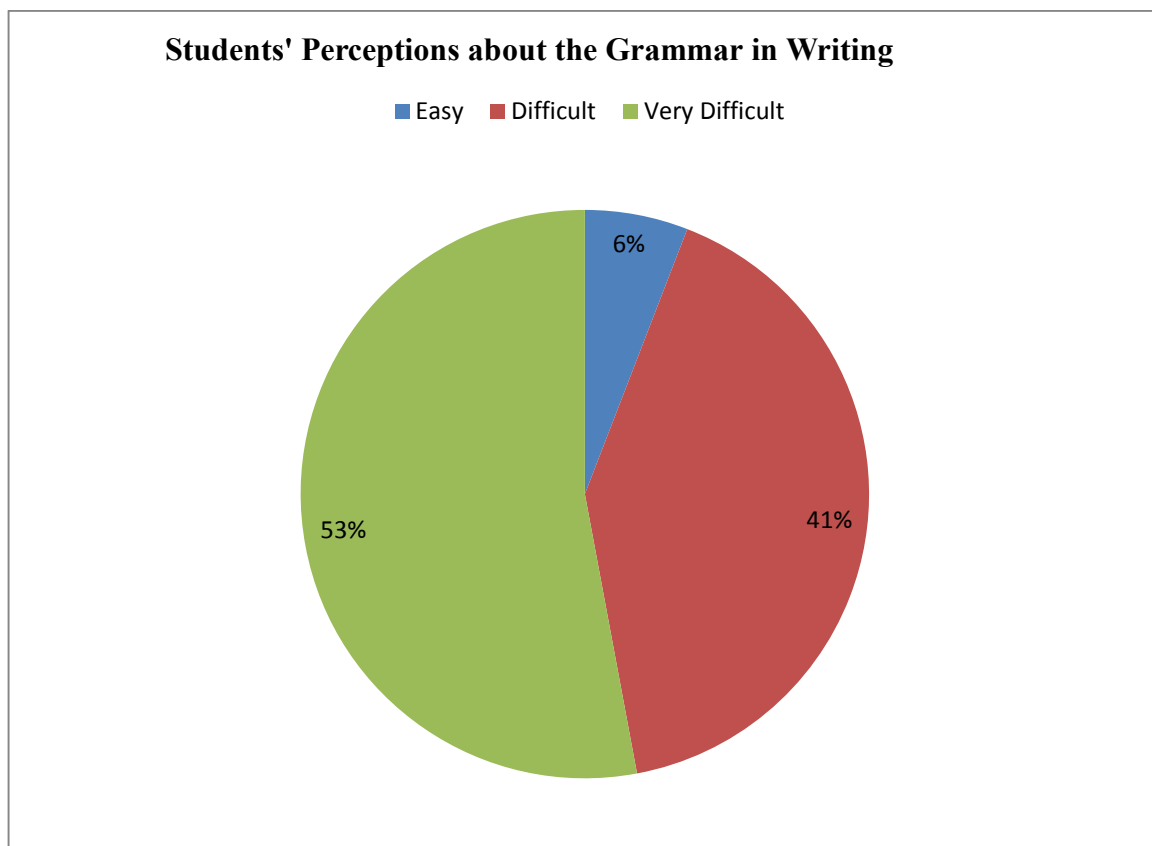


Figure 2

Based on the figure 1 above, it could be seen that the result of students' perceptions about English skill was writing considered to be the most difficult skill. The result explained that from all the interviewees answered that there were 29% chose listening, 24% chose speaking, 12% chose reading, and 35% chose writing.

Appendix 7**Figure 3**

From the figure 2, it can be concluded that the result of students' perceptions about the grammar in writing was very difficult to be applied in their writing. The figure showed that there were 6% considered that grammar was not difficult or easy to be applied in writing, 41% considered that grammar was difficult, and 53% considered that grammar was very difficult in composing writing.

Appendix 8

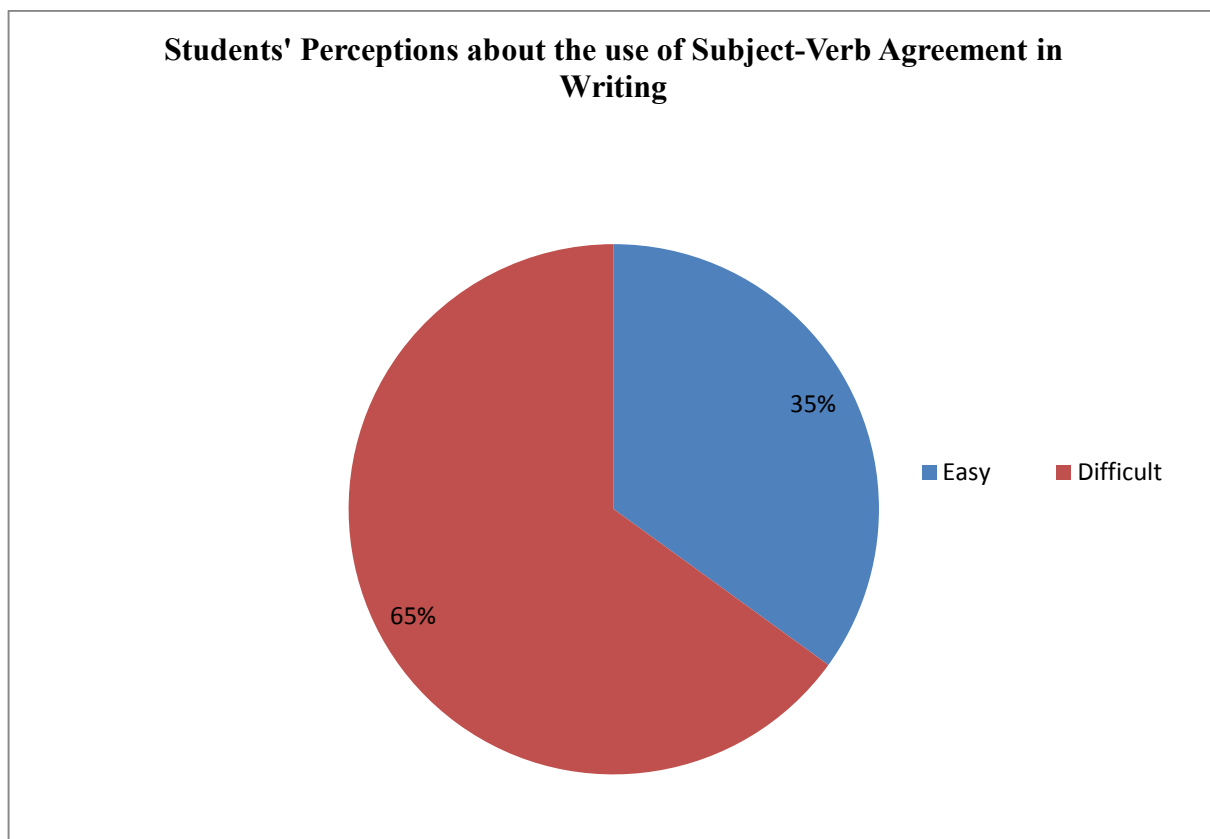


Figure 4

From the figure 3, it can be concluded that the result of students' perceptions about the subject-verb agreement in writing was difficult. The figure showed that there were 35% considered that subject-verb agreement was not difficult or easy to be applied in writing and 65% considered that subject-verb agreement was difficult.

Appendix 9

Calculation Percentages of the Errors Types

1. Disagreement of Subject and Verb Person Error

$$P = \frac{\text{Number of errors}}{\text{Total number of items}} \times 100\%$$

$$= 0.548 \times 100\%$$

$$= 55\%$$

The percentage of disagreement of subject and verb person error is 55%

2. Disagreement of Subject and Number Error

$$P = \frac{\text{Number of errors}}{\text{Total number of items}} \times 100\%$$

$$= 0.23 \times 100\%$$

$$= 23\%$$

The percentage of disagreement of subject and number errors is 23%

3. Disagreement of Subject and Tense Error

$$P = \frac{\text{Number of errors}}{\text{Total number of items}} \times 100\%$$

$$= 0.219 \times 100\%$$

$$= 22\%$$

The percentage of disagreement of subject and tense errors is 22%



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3.			
4.			

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